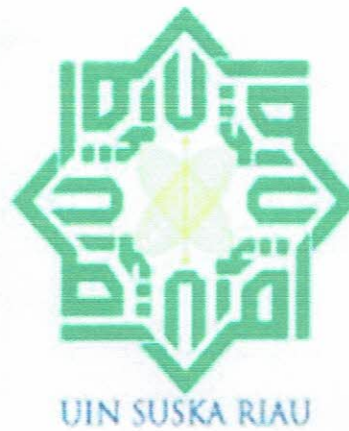


**THE INFLUENCE OF READING INTEREST AND SELF-  
EFFICACY ON READING COMPREHENSION OF  
THE TENTH GRADE STUDENTS AT AS-SHOFA  
ISLAMIC SENIOR HIGH SCHOOL  
PEKANBARU**

**THESIS**

Submitted to State Islamic University of Sultan Syarif Kasim Riau  
In partial fulfillment of the requirements for the degree  
Of *Magister* in English Education



**BY**

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2019 M. /1440 H.**

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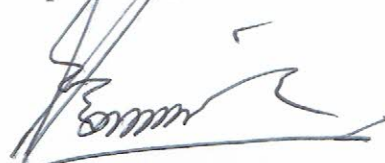
The thesis entitled "The Influence of Reading Interest and Self-Efficacy on Reading Comprehension of the Tenth Grade Students at As-Shofa Islamic Senior High School Pekanbaru", written by

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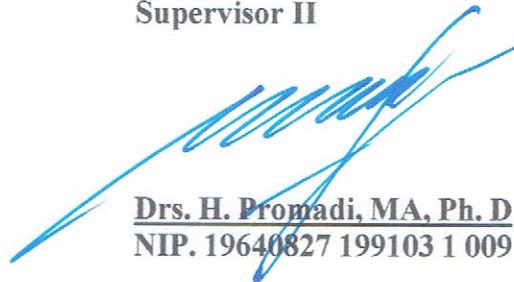
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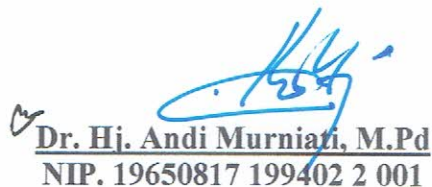
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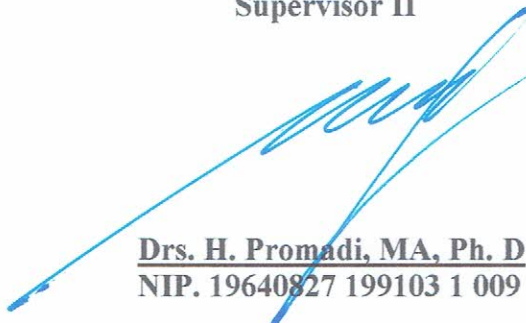
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It is, therefore, approved to be examined and assessed in the final exam to be held by the Postgraduate Program UIN Suska Riau.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

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## STATEMENT OF ACADEMIC INTEGRITY

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state that the thesis I have written entitled "The Influence of Reading Interest and Self-Efficacy on Reading Comprehension of the Tenth Grade Students at As-Shofa Islamic Senior High School Pekanbaru", as one of requirements to get Magister degree of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau, is truly my own work. There are some parts in the thesis quoted other works. I have written the sources clearly stated based on the norm, procedure, and ethnics of scientific writing.

If in the future, it is found that the whole of parts of this thesis is not my work or there are any plagiarism in some parts, I will accept the sanctions based on the related regulation and law.

Pekanbaru, December 9<sup>th</sup>, 2019



**Muhammad Ramadhan Arif**  
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Praise to God, Almighty Allah, the Lord of the Universe, by His guidance and blessing, the researcher can finish and complete this academic requirement. Then, the researcher says be upon to Prophet Muhammad SAW, his family, his companion and his followers.

This thesis is written and intended to submit in partial of the requirements for the *Magister* Program in English Education concentration at the Postgraduate Program of State Islamic University Sultan Syarif Kasim Riau. The thesis is entitled “The Influence of Reading Interest and Self-Efficacy on Reading Comprehension of the Tenth Grade Students at As-Shofa Islamic Senior High School Pekanbaru”.

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Finally, the researcher realizes that this thesis is still far from the perfection. Therefore, comments, critics, and suggestions will be appreciated. Hopefully this thesis would be beneficial to everyone.

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Pekanbaru, December 9<sup>th</sup> 2019  
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**SRN. 21790115730**

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## TRANSLITERATION GUIDELINES

### A. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh

ع	‘Ain	‘
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	‘
ي	Ya	Y

## B. Double Consonant

The double consonant is written *double* *العا* *written al-ammah*.

## C. Short Vowel

- Fathah is written *a*, for instance قال
- Kasrah is written *i*, for instance قيل
- Dhomah is written *u*, for instance دون



#### **D. Double Vowel**

او is written *a*, او/ is written *uw*, اي/ is written *ay*, and اي/ is written *i*.

#### **E. Ta' Marbuthah**

The stopped Ta' Marbuthah in the last verse *h*, for instance

الرسالة للمدرسة is written *arisalat li al-madrasah*.

#### **F. Article Alif Lam**

The article Alif Lam followed by Qomariyah and Syamsiah letters is written *al*.

#### **G. Capital Letter**

The capitalization is adjusted with the enhanced Indonesian Spelling.

## **ABSTRACT**

Muhammad Ramadhan Arif (2019) : The Influence of Reading Interest and Self-Efficacy on Reading Comprehension of the Tenth Grade Students at As-Shofa Islamic Senior High School Pekanbaru

This research was aimed to investigate the influence of reading interest and self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru. The data were collected through reading interest questionnaire, self-efficacy questionnaire and reading comprehension test. This research was correlational research design using quantitative method. The subject of the research was the tenth grade students of As-Shofa Islamic Senior High School Pekanbaru consisting 5 classes. The research sample was taken by using proportional stratified random sampling method from 5 classes which each class had different number of students. The total population was 150 students and the total sample was 50 students. Pearson's product moment and multiple regression formula were used to analyze the data. The research findings showed that first, there was no significant influence of reading interest on students' reading comprehension with score  $0.268 > 0.05$ . Second, there was significant influence of self-efficacy on students' reading comprehension with score  $0.012 < 0.05$ . Third, there was significant influence of reading interest and self-efficacy on students' reading comprehension with score  $0.034 < 0.05$  at As-Shofa Islamic Senior High School.

Keyword : Reading Interest, Self-Efficacy, Reading Comprehension

## **ABSTRAK**

Muhammad Ramadhan Arif (2019) : Pengaruh Minat Baca dan Efikasi Diri  
Terhadap Pemahaman Membaca Siswa  
Kelas Sepuluh di SMA Islam As-Shofa  
Pekanbaru

Penelitian ini bertujuan untuk menginvestigasi pengaruh minat baca dan efikasi diri terhadap pemahaman membaca siswa kelas sepuluh di SMA Islam As-Shofa Pekanbaru. Data dikumpulkan melalui kuesioner minat baca, kuesioner efikasi diri dan tes pemahaman membaca. Penelitian ini adalah penelitian desain korelasi menggunakan metode kuantitatif. Subjek penelitian adalah siswa SMA As-Shofa kelas sepuluh terdiri dari lima kelas. Pengambilan sampel pada penelitian ini melalui metode sampel acak berstrata proporsional dari lima kelas yang masing-masing kelas memiliki jumlah siswa yang berbeda. Jumlah populasi 150 siswa dan sampel 50 siswa. Momen-produk Pearson dan regresi berganda digunakan untuk menganalisa data. Hasil akhir dari penelitian ini menunjukkan bahwa pertama, tidak ada pengaruh signifikan minat baca terhadap pemahaman membaca dengan nilai  $0.028 > 0.05$ . Kedua, adanya pengaruh signifikan efikasi diri terhadap pemahaman membaca dengan nilai  $0.012 < 0.05$ . Ketiga, adanya pengaruh signifikan antara minat baca dan efikasi diri terhadap pemahaman membaca dengan nilai  $0.034 < 0.05$  di SMA Islam As-Shofa Pekanbaru.

Kata Kunci :Minat baca, Efikasi diri, Pemahaman Membaca

## ملخص

محمد رمضان عارف (2019): تأثير الرغبة في القراءة والكفاءة الذاتية في فهم القراءة لدى طلاب الصف العاشر في المدرسة الثانوية الإسلامية الأهلية الصفا بكنبارو.

تهدف هذا البحث إلى بحث عن تأثير الرغبة في القراءة والة والكفاءة الذاتية في فهم القراءة لدى طلاب الصف العاشر في المدرسة الثانوية الإسلامية الأهلية الصفا بكنبارو. تم جمع البيانات من خلال استبيانات الرغبة في القراءة واستبيانات الكفاءة الذاتية واختبارات فهم القراءة. هذا البحث بحث تصميم الارتباط باستخدام الطريقة الكمية. فأما فرد هذا البحث فهو طلاب الصف العاشر في المدرسة الثانوية الإسلامية الأهلية الصفا بكنبارو وهم من خمسة فصول. أخذ العينة في هذا البحث من خلال طريقة أخذ العينة العشوائية الطبقية النسبية من خمسة فصول، عدد الطلاب لكل فصل مختلف. عدد المجتمع 150 طالبا والعينة 50 طالبا. يتم استخدام شخصية الإنتاج والانحدار المتعدد لتحليل البيانات. تشير النتائج النهائية لهذا البحث إلى أنه أولاً، لا يوجد تأثير كبير من رغبة في القراءة على فهم القراءة بقيمة  $0.028 < 0.05$ . ثانياً، هناك تأثير كبير من الكفاءة الذاتية على فهم القراءة بقيمة  $0.012 > 0.05$ . ثالثاً، هناك تأثير كبير من الرغبة في القراءة والكفاءة الذاتية على فهم القراءة بقيمة  $0.034 > 0.05$  في المدرسة الثانوية الإسلامية الأهلية الصفا بكنبارو.

**الكلمات المفتاحية: الرغبة في القراءة، والكفاءة الذاتية، فهم القراءة.**

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

Reading skill is one of the language skills that is very important for students in learning English. They need to understand and build the meaning about what they read in order to get information and add their knowledge from written text or books. According to Anderson (1985, p. 148), reading is the process of constructing meaning from written texts. It is one of the complex skills requiring the coordination of a number of interrelated sources of information. Reading does not only involve seeing the texts, but also absorbing the meaning. In other words, it is an activity to provide a response or reaction which produces the understanding.

According to William (1998), there are two kinds of reading. They are initial reading and reading comprehension. Initial reading refers to the activities done by someone who is in the beginning level of learning to read. He is still learning how to read alphabet, letters, words, and phrases. Otherwise, reading comprehension refers to activities that aim to understand a particular text, starting from literal meaning of sentences to interpretative of the text. According to Tarigan (2008) reading comprehension is the kind of reading that aims to understand the reading. It means to examine more carefully the reading material so that it can assess the situation, value, function and effect readings. Readers need to use all their capabilities in order to digest the contents of reading. With this ability, the readers can achieve the ultimate goal of reading, that is, a full understanding of a text.



According to Harras (1997), the factors that affect the level of reading comprehension depend on (1) students, (2) the family, (3) culture, and (4) the situation of the school. Students must concern toward their learning as well the parents support their learning by giving a guidance at home which includes learning the cultures. Also, the school takes place to facilitates a convenience situation and tools for the students.

Furthermore, the teachers has an important role in facilitating between students as the readers, the reading text and the text author (Wallace, 2003). Here, the teacher becomes a mediator of comprehension in delivering meaning and moral lesson of a text to the students. While comprehending the text, the students will employ their attitudes, motivation, background knowledge and personal interest.

English as a Foreign Language (EFL) refers to the use of English as an additional language in a non-English speaking country. Here, English does not play historical and governmental role, but it is as tool of international communication, education etc. Indonesia is one of the countries that applies EFL. In the context of Teaching English as a Foreign Language in Indonesia (TEFLIN), the teacher mostly focuses on reading skill than other three skills in English class.

There are two reasons why reading skill is prioritized in TEFLIN. First, English is used by the students in Indonesia only when they learn this subject. Also, English teaching is performed in English and Bahasa Indonesia combination, or even overall in Bahasa Indonesia (Hadi, 2006). Therefore, the students are barely active to use English outside the English class.

Second, reading comprehension is a skill that is difficult and complex. This is evident from the literacy levels of students in senior high schools which is still quite low. One of the activities that reveals the lack of reading comprehension is the Program for International Student Assessment (PISA) in 2015. It showed the level of literacy of Indonesia took 62<sup>th</sup> place from 72 countries were participating in the test. The average of reading score result was 397, while the literacy score of the OECD (Organization for Economic Co-operation and Development) was 500 (Kompasiana, 2018) .

As-Shofa Islamic Senior High School is one of the schools in Indonesia. It is located in Pekanbaru, Riau. English is taught four hours a week with a time allocation of 80 minutes for one meeting. Based on the syllabus for the tenth grade of Senior High School, the kind of the reading texts are descriptive text, recount text and narrative text. This school implements 2013 Curriculum which integrates all four skills (speaking, writing, listening and reading) in English subject. However, reading is prioritized than other skills, because English is taught as a foreign language in Indonesia.

The minimum score for English subject of this school is 75. It is noted -in the context of EFL- that reading is considered as dominant skill. In other words, the score of 75 reflects reading comprehension score. According to Bradford (2007) and Hadi (2019), Indonesian school students has unsatisfactory English proficiency and communication ability. Also, Indonesia becomes one of the countries which is in the low English proficiency level internationally (EF EPI, 2018).

Based on preliminary research conducted at As-Shofa Islamic Senior High School on July 22<sup>nd</sup> 2019, some of the students of the tenth grade had difficulties in comprehending the reading text and could be categorized as poor readers. It was proven when the researcher interviewed and shared the ideas with the English teacher there. It was informed that some of the students had difficulties to determine main idea, find the specific information, find the refence, find the inference and understand vocabulary. They got difficulty in answering the questions from the text. Based on the problems above, some of the students failed to achieve the minimum standard score for English subject at this school. The students' achievement indicated their reading comprehension was not significant yet to reach the target.

Some gaps were discovered between policy theory and practice. It can be seen by following description. The students had low score in reading comprehension, but they have high interest in reading textbook, novel, story, text etc. They also had high belief in their capability to produce specific outcomes. According to Fahrurrozi (2017), there is a significant correlation between reading interest with reading comprehension. It is same as the statement for self-efficacy. Barkley (2006) stated that students' self efficacy beliefs were statistically significantly correlated with reading comprehension.

Reading comprehension refers to a sophisticated interaction toward automatic and strategic cognitive processes that allow the reader to build mental description of the text (Broek & Espin, 2012). Various programs are designed to improve reading comprehension. However, many students progress each year without the necessary reading skills. In general, reading comprehension includes

numerous factors that will assist the students in learning. They are background knowledge, vocabulary, and fluency.

Background knowledge involves both students' experience and literary knowledge. It helps students connect what they already know to the text they are reading. This condition will make students to become active readers. Mastering vocabulary refers to recognizing a word's definition, useful context clues, part of speech etc. It will help students improve their reading comprehension. Fluency in reading allows students to maintain information with accuracy, expression and increased speed. The ability to read fluently develops through reading practice. The students who become fluent readers will use less time to interpret the meaning of words and more time to analyze the overall meaning of the sentences. (Hart, 2010)

However, in the context of As-Shofa Senior High School, there are two other factors influencing reading comprehension that have not been explored. The first factor is reading interest. Interest in reading is the desire of the individual to do the reading. Reading interests will be able to grow if someone early accustomed to reading. Rahim (2005, p. 28) pointed out that reading interest is a strong desire accompanied by someone efforts to read. The students with high interest usually read more and find it useful and enjoyable (Beale, 2004). They will spend their time by reading than doing other activities and try to focus and absorb it. Besides, having high motivation and attempt to read book are also indication of interest in reading.

The second factor that influences students' reading comprehension is students' self-efficacy. Bandura (1997) stated that self-efficacy affects how people

think of themselves: their level of motivation, their affective state and actions. These are determined by what they think they are capable of rather than the reality of what they actually are. If people have high positive self-efficacy about learning a foreign language, then they will believe that they have the power and abilities to reach this goal. Otherwise, people who have low self-efficacy think that they do not own the power and abilities to learn a language, thus they give up from the start.

Based on the explanations and problems above, the researcher was encouraged to conduct a research that particularly concerns with reading comprehension entitled **“The Influence of Reading Interest and Self-Efficacy on Reading Comprehension of the Tenth Grade Students at As-Shofa Islamic Senior High School Pekanbaru”**.

## **1.2 Statement of the Problem**

Reading should be given the greatest attention in any level of education. Similarly, Moats (2005) and Westwood (2008) said that reading is the fundamental skill upon which all formal education involved. It means that students who do not learn reading skill, they will not easily master other skills and knowledge.

As-shofa Senior High School is one of the reputable schools in Pekanbaru. Nonetheless, reading comprehension still becomes the problem that students face in English class. Based on the background of the study above, some of the students were not able to comprehend the text well. They had difficulties to determine main idea, find the specific information, find the refence, find the inference and

understand vocabulary of a text. Therefore, they found trouble in answering the questions from the text.

The National Reading Panel (2000) described five points that teacher should apply when teaching students to read or to help them in improving reading skills. These points are understanding strategy instruction, guided oral reading practice, phonemic awareness, teaching in phonetics and vocabulary instruction. It indicates that reading comprehension is influenced by linguistic and non-linguistic factors. Linguistic factors are the factors that affect the language. Meanwhile, non-linguistic factors are the factors affect outside the language. Linguistic factors encompass grammar, vocabulary, spelling etc. Non-linguistic factors encompass background knowledge, reading interest, self-efficacy etc.

Reading interest and self-efficacy are two of the factors that contribute to influence students' reading comprehension. Rahayu (2009) stated that reading interest is a condition when someone can feel happy in reading, and also know the advantages of reading. Self-efficacy refers to an individuals' belief in their capacity to achieve specific tasks which has a strong influence on levels of persistence and the choices they make regarding which activities to pursue (Mills, 2006).

Furthermore, As-Shofa Senior High School is the school where students from educated middle-class to upper-class family are enrolled. Because of this, it has potential for the students to have good reading interest and self-efficacy. According Krueger (2004), various contributions supporting the view that financial constraints significantly impact on educational attainment.

There are some researches that investigate about reading interest or self-efficacy on students' reading comprehension at other schools and universities. However, it is not known yet whether in the context of As-Shofa Senior High School, reading interest and self-efficacy influence reading comprehension. Therefore, it is the reason for selecting As-Shofa as a place to conduct the reasearch.

### **1.3 Delimitation of the Problem**

This research focused on the influence of reading interest and self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru. There are twelve kinds of texts in English. They are descriptive, procedure, review, recount, narrative, report, spoof, advertisement, announcement, anecdote, new item and explanation text. This research was limited to narrative, descriptive, and recount text as English material in reading test. The difficulty of the texts tested was average.

In order to measure students' reading comprehension, the researcher asked students to examine more carefully the reading material. This activity was limited by answering multiple choices in reading test. Furthermore, reading interest and self efficacy were measured by using questionnaire. These multiple choices test and questionnaire were intended to simplify the data analysis and make it easy for the students.

### **1.4 Purpose of the Research**

This research was conducted to fulfill following objectives:

1. To investigate the influence of reading interest on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru.
2. To investigate the influence of self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru.
3. To investigate the influence of reading interest and self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru.

### **1.5 Research Questions**

Based on the limitation of the problem above, the research questions are formulated in the following questions:

1. Is there any significant influence of reading interest on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru?
2. Is there any significant influence of self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru?
3. Is there any significant influence of reading interest and self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru?

### **1.6 Significance of the Research**

Rahim (2005) pointed out that reading interest is a strong desire accompanied by someone efforts to read. Someone who has high reading interest will be seen in



his willingness to get reading materials and read them on his own consciousness or encouragement from outside.

According to Bandura, self-efficacy is the main factor that constitutes one's self system (cognitive skills, attitude and abilities, including self-efficacy) and becomes fundamental on how individuals perceive, respond and cope the situations in daily life. Thus, this factor also gives contribution in students' learning.

Reading has an important role in learning English. The students especially in senior high school should learn reading. They should master and comprehend the material. It is very essential for the students to have reading interest and self-efficacy finding their capability, in what part that they should develop and they make it confidently. These two aspects create student's reading comprehension better.

This research is expected to be useful, especially in teaching reading theoretically and practically. Theoretically, the result of this research is expected to verify whether the theories which indicated there is a significant influence of reading interest and self efficacy on reading comprehension occurred to the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru.

Practically, this research is hoped to create positive contribution for the students' reading interest and self-efficacy. Thus, they learn to comprehend the text well by knowing these factors. Also, this research finds the outcomes of the problems that students face in reading comprehension.

This research also helps the teacher to pay attention to other aspects outside teaching preparation like students' reading interest and self-efficacy. Knowing these aspects, the teacher is encouraged to be more careful and creative to provide suitable material especially in reading comprehension. Thus, the teacher can provide good teaching and create an active learning process.

Furthermore, the finding of this research is expected to provide some forms of empirical data for future researches. The future researchers can get information from this research that can be useful to enlarge knowledge related to reading interest, self-efficacy and reading comprehension.

### **1.7 Definition of Key Terms**

There are many terms involved in this research. Thus, to avoid misunderstanding of each term used in this research, the following terms are necessarily defined as follows:

1. **Reading Interest** refers to the motivation to read, to respond affectively, to seek, and to enlarge self-understanding and sense of self-worth through reading (Mark, 2004, p. 50). On its own part, reading interest is individual needs in understanding and self-curiosity through reading.
2. **Self-Efficacy** refers to a particular type of expectancy related to person's beliefs in her or his abilities to accomplish a specific action or series of actions needed to produce a result (Bandura, 1997).
3. **Reading Comprehension** refers to a multi-constituent that consists of many interactions between readers and what they carry to the text (prior knowledge,

experience, strategy use) as well as aspects pertaining to the text itself (Janet, Sharon & Allison, 2007).

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter reviews the theories and previous studies that are relevant to investigation of the influence of reading interest and self-efficacy on students' reading comprehension. It consists of reading comprehension, reading interest, self-efficacy, relevant research, operational concept, assumption and hypothesis. The details of theoretical review and conceptual framework are presented below.

#### **2.1 Reading Comprehension**

##### **2.1.1 Understanding Reading Comprehension**

According to Anderson (1985, p. 148), reading is the process of constructing meaning from written texts. Pardo (2004) stated that comprehension is an action that the readers establish meaning by associating with text through background knowledge, experience, information in the text, and the readers' perspective to the text. Comprehension is an active process which the readers brings their individual attitudes, interests, and expectations to the texts.

Reading comprehension consists of not only readers' responses to text but also other components. It refers to a sophisticated interaction toward automatic and strategic cognitive processes that allow the reader to build mental description of the text (Broek & Espin, 2012). Furthermore, Janet, Sharon and Allison (2007, p. 8) stated reading comprehension is a multi-constituent that consists of many interactions between readers and what they carry to the text (prior knowledge, experience, strategy use) as well as aspects pertaining to the text itself (interest in

text, understanding of text types). In other words, reading comprehension is a complex process of constructing meaning by coordinating a number of skills related to decoding, word reading, and fluency and the integration of background knowledge, vocabulary, and previous experience.

Reading is an interactive process between reader's prior knowledge about given topic and what the author writes. There are two concepts of reading comprehension (Nunan, 1991):

1) Bottom-up

Bottom-up is the process to find out the information only after the act of reading activities. It means that the readers' understanding of the text will depend on the meaning of the words, sentences, and paragraphs. The meaning of the words contributes to the meaning of a sentence, a sentence to a paragraph and so on.

2) Top-down

Top-down reading is the process where the reader can find out the information of the text and understanding the text based on their knowledge about the text. Many readers do not fully understand about the text, because they have not appropriate background knowledge about it. In order to read confidently, students should understand what they read.

Nuttal (1985) stated that there are five reading skills that should be mastered by reader to comprehend the text deeply, they are as follows:

a. Determining main idea.

Determining idea refers to an ability finding the main point of the text by reviewing the text and looking for repetition of ideas/words.

b. Finding the specific information or part of text

Finding the specific information or part of text is detecting for the certain information related to the objective in mind.

c. Finding reference

Reference is the intentional use of a thing to point something else in that one provides the required information to interpret the other. Finding reference refers to interpreting and determining one linguistic expression to another.

d. Finding inference

Inference is summary or conclusion drawn based on the text. Finding inference refers to the reader imply, understand, and conclude the texts or passages.

e. Understanding Vocabulary

Understanding vocabulary means comprehending what the certain word means. When someones' vocabulary mastery improves, comprehension will be deeper and more accurate. Since comprehension is main objective of reading, the reader cannot underestimate the importance of vocabulary development.

### **2.1.2 Categories of Reading Comprehension**

Brown (2001) stated that there are two categories of reading comprehension as follows:

#### **1) Microskills for reading comprehension:**

- a. Discriminate among the distinctive graphemes and orthographic patterns of English.
- b. Retain chunks of language of different lengths in short-term memory.
- c. Process writing at an efficient rate of speed to suit the purpose.
- d. Recognize a core of words, interpret word order patterns and their significance.
- e. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- f. Recognize that a particular meaning may be expressed in different grammatical forms.

#### **2) Macroskills for reading comprehension**

- a. Know compacted devices in written text and their role in signaling the relationship between and among clauses.
- b. Know the rhetorical forms of written text and their significance for interpretation.
- c. Know the communicative functions of written texts both form and purpose.
- d. Conclude context that is implicit by using prior knowledge.

- e. Conclude links and connections events, summarize causes and effects, and find the relationship in main idea, supporting idea, new and given information, generalization, and giving examples.
- f. Differentiate between explicit and implicit meaning.
- g. Find culturally certain references and interpret them in a circumstance of the suitable cultural schemata.
- h. Establish and use reading strategies, such as scanning and skimming, knowing the meaning of words from context, and activating schemata for the interpretation of texts.

On the other hand, Rivers and Temperley said that the macroskills imply the reader's focus on the larger elements such as (Nunan, 2001);

- a. To obtain information for some objectives or have curiosity about some topics.
- b. To obtain instruction on how to perform some tasks for work or daily life.
- c. To act in apply, play a game do the puzzle
- d. To keep in touch with friend by correspondence or to understand business letters.
- e. To know when and where something will take place and what is available
- f. To know what is happening or happened
- g. For enjoyment or excitement



Finally, skilled reader may employ one type of process more than the other when the situation allows them to do this without affecting their comprehension. However, less able readers may tend to rely too much on one type of processing with the results of poorer comprehension.

### **2.1.3 The Process of Reading Comprehension**

There are some processes that involve in teaching reading comprehension to the student that gets difficulties. Janette, Sharon and Allison (2007, p. 9) described five basic comprehension processes that work together simultaneously and complement one another, they are:

#### **1. Microprocesses**

Microprocessing refers to the reader's initial chunking (remembering information by separating it into small groups) of idea units within a sentence.

#### **2. Integrative Processes**

As the reader proceeding through a sentence, he is processing more than the individual meaning units within some sentences.

#### **3. Macroprocesses**

Ideas are understandable and easy to remember when the reader is capable of organizing them in a coherent way.

#### **4. Elaborative Processes**

When someone reads, he uses background knowledge and make inferences beyond points explained explicitly in the text.

## **5. Metacognitive Processes**

Metacognition refers to reader's intentional awareness or control of cognitive processes. The metacognitive processes that the reader uses are those involved monitoring understanding, selecting what to remember, and regulating the strategies used when reading.

The teacher can provide the students by teaching fluency skills for comprehension on reading. A few pointers to facilitate fluency include the following:

- 1) Monitor students' progress in reading by asking them to read information passages at the grade level you are teaching. Calculate the correct words read per minute. Ask students to see their improvement by graphing results.
  - 2) Ask students to reread difficult passages.
  - 3) Ask students to work with peer partners to read and reread passages.
  - 4) Identify key words and proper nouns and pre-teach prior while asking students to read text.
  - 5) Students' fluency increases when they listen to books or text on tape prior to reading independently.
  - 6) Give opportunities to students to showcase their reading by asking them to prepare a passage or dialogue to read aloud to the class.
- Advanced preparation applies students to read and reread material—an effective practice for increasing fluency.

- 7) Names of people, places, and things are often difficult to read; teach these prior to reading.

The good readers should have skills and strategies as follows:

- 1) Quick and accurate word reading
- 2) Applying goals for reading
- 3) Making the structure and organization of text
- 4) Monitoring their understanding while reading
- 5) Creating mental notes and summaries
- 6) Making predictions about what will occur, checking them as they go along, revising and evaluating them.
- 7) Capitalizing on what they know about the subject and combining that with the new learning
- 8) Making inferences
- 9) Using mental images such as visualization to help them in memorizing or understanding events or characters.

#### **2.1.4 Assessing Reading Comprehension**

Assessment refers to a systematic approach to collect information and make inference about students' ability which can be done by test, interview, observation, questionnaires (Richards & Schmidt, 2002). According to Brown (2004), assessment is an ongoing process that encompasses a much wider domain. Thus, assessment is a process to know students' ability by using instruments of collecting information. Brown (2004) mentioned some possible activities which can be done in term of selective reading, they are:

a. Multiple-Choice

The most popular method of assessing the reading comprehension is multiple-choice format. Its purpose is to make it easier to administer and can be scored quickly.

b. Matching Tasks

In this type, the students are simply to respond correctly by matching reading material with the appropriate format. Thus, the students are required to observe the pragmatic interpretations of a signed and labeled things.

c. Editing Tasks

In term of editing task, it refers to a method for assessing linguistic competence in reading. In this type, the students are required to edit and detect the errors in the written passages.

d. Picture-Cued Tasks

In this term, the students look at picture-cued tasks for perceptive recognition of symbols and words. They read a sentence or passage and choose one of pictures to be described.

e. Gap-Filling Tasks (Fill in the Blank)

In this type, the students are required to complete the sentence by filling the blank.

In this research, multiple choice is recommended, because it is more reliable than other assessments. McDonald (2002:83) stated that the multiple choice format can be used to asses a wide range of learning outcomes across all cognitive levels.

Multiple choice items are adjustable to all types of subject matter; their scoring is accurate and efficient and they provide students with practice for the type of items that they are possibly encountered on mostly exams.

### **2.1.5 The Ways to Improve Reading Comprehension**

Reading comprehension is very important to be mastered. To comprehend reading, someone should know the strategies and ability to understand the meaning. Brown (1994, p. 291) pointed out that the aim of teaching reading is to make students become effective readers. In order to get the target, the teacher needs to use the strategies of reading comprehension. Some strategies are related to bottom up procedures and others enhance the top-down process. It means that, there are some ways in order to improve students' reading text comprehension. They are as follows:

a. Identify the purpose of reading

Efficient reading consists of clearly identifying the purpose in reading something. The teacher knows what he is looking for and discard potential distracting information. Whenever the teacher is teaching a reading technique, make sure students know their purpose in reading something.

b. Use efficient silent reading techniques for relatively rapid comprehension

If the teachers are teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatical patterns. However, intermediate level

students do not need to be speed-readers, but the teachers can help them increase efficiency by teaching a few silent reading rules:

- 1) Try to visually perceive more than one word at a time, preferably phrases.
- 2) Unless a word is absolutely critical to universal understanding, skip over it and try its meaning through its context.
- 3) Teachers do not need to “pronounce” each word.

c. Skimming

In skimming the reader focuses on silent reading and goes through text quickly, no need to notice every word but try to get the main idea of what the text is about. This is also known as getting the gist of the text. The more background knowledge that a reader brings to skimming, the faster the skimming speed is likely to be. Skimming gives readers the benefits to predict the objective of the passage, the main topic, and some of the developing or supporting ideas.

d. Scanning

Scanning is fast searching for some certain piece of information in a text. It is a practice that asks students to find out names or dates, to find a definition of a key concept, or to list certain specific information without reading the whole text. For academic English, scanning is absolutely significant.

e. Semantic mapping or clustering

Readers can easily be confused by a long sequence of ideas or events. The strategy of semantic mapping or grouping ideas into meaningful clusters

help the reader provides solution to the passage. Making semantic maps can be done individually, but the students can make for a productive group work technique as they collectively induce order to a passage.

f. Guessing

The students can use guessing for their advantage to guess about a cultural reference and content messages. The teacher can assist students to become correct guessers by motivating them. This is the effective strategies that students fill gaps in their competence by using whatever hints are accessible to them.

Based on the points above, there are many ways to comprehend when reading. It is better to analyze and choose which one is appropriate and easier for students to comprehend in reading.

### **2.1.6 Factors Influencing Reading Comprehension**

Reading comprehension is related to factors that are known to influence the comprehension for all readers. These factors involve individuals and situational factors. According to Donoghue (2006, p. 75), these two factors can be classified into some point as follows:

a. Purpose

Purpose focuses on the readers' attention and helps them understand the text. The teacher monitors and facilitates students to focus on reading activity in the classroom. Self-directed purpose is better to promote the feeling that leads students to independent reading. Students can make individual

prediction about their reading and this prediction becomes a purpose in reading. In conclusion, the comprehension is stronger when the purpose is specific.

b. Being an active reader

During reading, the active readers use their prior knowledge and their vocabulary in order to help them to comprehend what they are reading presently.

c. Type of text

Children who have experience with story book may find difficulty with expository or informational materials. So, they should be introduced early about the concept, vocabulary, and pattern of each different type of the text. If the reading material is not familiar to students, it is difficult for them to comprehend the text.

d. The quality of literacy instruction

The quality is related to the management aspects of classroom learning process, such as planning, scheduling, and students' personality. Here, students maintain an environment characterized by fair rules, high expectations, and motivated learning atmosphere. This also helps to monitor students' learning about how they organize their work habits and use their time productively.



e. Interest

When children are curious about a subject, they will seek the information and discover answers to satisfy their curiosity. So, they try and retry to get the knowledge and experience about something.

f. Independent practice

The students tend to choose their type of book that they want. Then, they read, re-read, and practice their ability to comprehend the meaning. In this case, the students not only read a book, but also have the opportunity to discuss and share it with classmates.

From these points, students should know every single thing that occurs when they are reading. To get deeper comprehension in reading, students need to prepare themselves in reading activities by applying certain strategy, analyzing the text etc. Teacher also pays attention with aspects that support and help students to achieve reading goals.

## **2.2 Reading Interest**

### **2.2.1 Defining Reading Interest**

According to Winkel (1995), interest is a feeling of psychic statement indicating the concentration of attention on an object, because the object is interesting itself. It is characterized by increased attention, concentration, and affect (Hidi, 2001).

There is a general agreement among researchers about the distinction between two types of interest, they are situational and individual interest. Situational interest

is evoked rather suddenly by something in the environment focusing on attention and represents an action that may or may not have a long-term effect on the individuals' knowledge and value systems. In other words, it may or may not develop into a long-standing individual interest (Boekaerts & Boscolo, 2002). The second type of interest, individual or personal interest, refers to a relatively enduring predisposition to attend to events and objects, and to reengage in activities. This predisposition develops slowly, tends to be long-lasting and is associated with increased knowledge and values (Krapp, 2002).

Krapp (2002) defined individual interest as a stable preference for certain topics or domains, whereas situational interest is aroused by characteristics of the task such as the topic. Students with high interest in reading are highly dependent on their individual interest in certain topic or content. The discussion of this topic of reading is commonly known as topic interest.

Generally, the students with high interest in the topic of text being read are considered having more interest and enjoyment of the story. On the contrary, when students with low topic interest for a text, they were more likely to stop reading when given the opportunity and feeling bored while reading. In addition, there are two components of topic interest (Fulmer & Fritjers, 2011). The first is a value-related component. It refers to a relation between a person's expectation and goals. In other words, the object of interest is valuable, important, or useful for that person. The latter component is the feeling-related component. It refers to positive feeling and activation such as the feeling of exciting or entertaining toward the topic being read.

Several studies have tried to identify the conditions which trigger interest during reading - cognitive and emotional interest. According to Kintsch (1980), cognitive interest is activated by unexpected information, whereas emotional interest is activated by emotionally loaded topics such as murder, sex or power. Critical factors that may stimulate cognitive interest during reading are surprise, novelty, and incongruity of information within a text. Moreover, importance and reflection are more related to the cognitive side of interest.

A text is made emotionally interesting by the presence of highly vivid elements, represented by sensational or controversial topics (Lehman, Schraw, McCrudden, & Hartley, 2007; Schraw, Bruning, & Svoboda, 1995). Thus, the various dimensions of situational interest, although frequently used, do not appear to be clearly differentiated in the literature. In fact, a reader's interest when reading a text is not a unique response, but may be different in relation to the information conveyed by the different parts or segments of the text.

The distinction between cognitive and emotional interest underlies research on seductive details. These are elements that are scarcely important to the main ideas of the text, but may strike the reader because they deal with sensational topics such as romantic intrigue, sex or violent death. The effects of seductive details on learning from text have been investigated by providing students with different versions of a text: with and without details. For instance, in one of the first studies on this topic, Wade and Adams (1990) distinguished four types of text information in a biography by combining the two dimensions of interestingness and importance. The main ideas of a text are important and interesting, factual details are important

but not interesting, while seductive detail is interesting but irrelevant. Finally, trivia is neither important nor interesting. Research has demonstrated, with mixed results, that seductive detail negatively affects learning from text because it tends to interfere with the integration of principal ideas in a coherent representation because of its vividness (Schraw & Lehman, 2001).

Basically, interest is very needed in everything. In the process of learning, interest will influence the students to follow teaching and learning activity. Interest will make the students pay attention to the teacher to create positive response. Positive response helps teacher and students in transferring knowledge in learning process. According to Sadoski (2004), reading interest motivates reader to comprehend the main idea of reading. So that, reading interest is the basic point to comprehend the idea of the text.

Rahim (2005, p. 28) pointed out that reading interest is a strong desire accompanied by someone efforts to read. Someone who has high reading interests will be seen in his willingness to get reading materials and read them on his own consciousness or encouragement from outside.

According to Mark (2004, p. 50), reading interest is motivation to read, to respond affectively, to seek, and to enlarge self-understanding and sense of self-worth through reading. In addition, Rahayu (2009) has stated that reading interest is a condition when someone can feel happy in reading, and also know the advantages of reading. In other words, reading interest is a condition when someone

is happy in reading and knows if reading is an important activity to increase someone's knowledge.

According to Burs and Lowe as cited in Prasetyono (2008, p. 59), there are some characteristics from students that have good interest in reading:

1. The Need for Reading

Reading, for most of people, is very hard task. A person who feels reluctant in reading does not have wide purpose than the information he receives. When someone reads, he has specific purpose consciously or not which is different with someone else. Of course, there must be a lot of kinds of purposes from reading activities. With these purposes, make the reading becomes the activity that is needed in order to reach the achievement.

2. The Action to Look for Reading

Every person has opportunity in reading, yet only a few of people want to utilize them. Reading is one of the things that is less desirable in community. Moreover, It tends to be feared, because it is considered boring and tiresome. Only certain group of people who has high reading interest use every spare time to read. Here, they have some activities to make reading more interesting and enjoyable.

3. The Feeling of Pleasure for Reading

Reading for pleasure refers to read something that has intention having enjoyment. It involves varied literatures including fiction and non-fiction.

Reading for pleasure becomes a practical place which is required in learners' everyday life and classroom-based activity.

#### 4. The Desire to Always Read

In truth, reading is closely identical with knowledge. It is one of the main aspects in human civilization that advances humans' life. Reading determines to make science growing rapidly, delivers humans into dynamic life, and has broadminded perception.

#### 5. The Follow Up

After people have already read a book, they are suggested to apply what they get from it. Doing post activity after reading can be the solution to maintain the the knowledage that is gained from reading activity. For example, presentation, making conclusion, discussion with friends etc

Then, Zurina (2013, p. 162) defined that reading interest is a condition which a person likes to read in his spare time at home or library. Besides, reading interest is also defined by the number of books that he read in a week or month. Zurina (2013, p. 162) also stated that reading interest has strong positive relationship with the success of students both in school and daily life. In line with Shnayer (1968, p. 6), high interest produces the greater comprehension which often enables a child to read beyond his measured reading ability. The students need text or somewhat unique and highly personal feeling when they try to comprehend the reading material.

Ahira (2014) stated that reading interest can be classified into three parts: they are eagerness, attention, and response. When the students read, they have eagerness and desire to know the content of text in their reading. They pay attention to the text while reading and show good response in reading activities. It means that the reading interest provides good emotion for the students to improve their reading. In reading process, they try to comprehend the text and take the moral value after reading.

In conclusion, having an interest in reading means having the motivation to read and respond effectively to seek self-understanding and sense of self-worth through reading.

### **2.2.2 Assessing Reading Interest**

According to Slameto (2003, p. 64), there are three ways that can be used to measure reading interest:

#### **a. Expressed Interest**

A person can express his interest or choice with certain words. For example, expressions about students' interest in activities to participate in individual reading assignments.

#### **b. Manifested Interest**

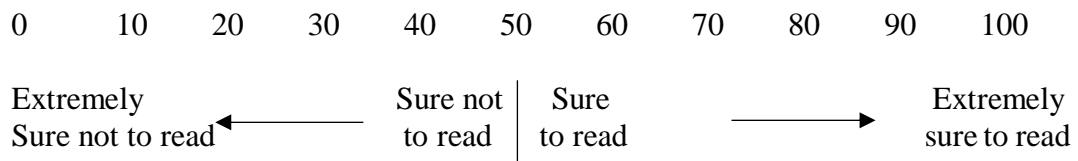
A person can express interest not only with words but also with actions that they are taking an active role in an activity.

### c. Invented Interest

Someone's interest can be measured by answering a certain number of questions or the sequence of choices. Questions that measure someone's interest are arranged using the questionnaire method.

In addition, Salih and Wahab (2004, p. 266), stated the ways to measure interest can be through tested interest which interest is measured by concluding from the results of the objective test given.

The scale that can be used to measure reading interest is given below (Haskin, 1960):



### 2.2.3 Factors Influencing Reading Interest

Reading interest is not appearing by chance or without cause. It will arise if there are some factors that influence it. The factors are as follows:

#### 1. Internal factor

Internal factor refers to the factors that come from students involving personal component. Also, this factor can be classified into two types. They are physical and mental factors (Nurhadi, 1987)

a. Physical factor : This refers to the condition of the students' figure and sense. It involves students' health that provides an influence to the students' learning activity.



- b. Mental factor: This refers to intelligence, motivation, attitude, readiness and communication purpose.

## 2. External Factor

Curran and Rosen (2006) tested some factors that influence student's reading interest. It can be drawn as follows:

### a. Teacher

Teacher is the main factor that determines students' interest especially in reading. Teacher is the person who rules the class situation, determines what the class topic is, and applies how the class execution will be.

### b. Room (Physical Environment)

Teacher is not the only factor that influence students' reading interest. Another factor that affects student reading interest is the class situation or called as the physical environment. The students feel more comfortable if they learn in neat and cozy room. If it is needed, the teacher can invite student to learn outside the class to increase their enthusiasm in learning.

### c. Class Topic

Here, the teacher is expected to give interesting materials to the students for learning process in order to increase their reading interest. The teacher can also ask student to pick freely which topic they are interested in. This aims to match student's background knowledge with the topic which is

assigned. Therefore, the students feel motivated and participate actively in learning process.

d. Class Execution

Teacher and class execution can not be separated, because the teacher is the one who execute the class and determine the succes of the learning process. Here, the teacher necessarily plans his teaching strategy very well and pay attention with students' psychological aspects. This lesson planning is very important to conduct class execution successfully. It is suggested to the teacher to use creative teaching metod to increase student' reading interest in learning process.

#### **2.2.4 Reading Interest and Reading Comprehension**

Interest plays a role in decision to read, in the level of engagement with the text during reading, and thus also in the product that the reader creates in terms of comprehension and forms of the text (Snow, 2002). Students are more likely to read what they think interesting in reading material. Besides, Schraw and Lehman (2001) pointed out that interest is defined as willful engagement in a cognitive activity. It plays an important part in learning process since it promotes active engagement and focuses one's attention.

Reading interest to language learning is one of the main factors that determine students' achievement. This affective domain eventually directs to the success or failure in the study of language including in comprehending text, because students' interest towards the learning situation contributes to the way students behave

towards their present-ability and further reaching higher level of learning (Susanto et al., 2015).

Fahrurrozi (2017) conducted a research investigating the relationship of reading interest with reading comprehension. According to Fahrurrozi (2017), there is a significant correlation between reading interest with reading comprehension. Simple correlation analysis was done to determine the strength of the relationship between the predictor variables with the response variable. The strength of the relationship between reading interest ( $X_1$ ) with reading comprehension (Y) is indicated by the correlation coefficient  $r = 0.872$ .

## **2.3 Self-Efficacy**

### **2.3.1 Understanding Self-efficacy**

Self-efficacy is defined as human's belief about his capabilities to produce designated level of performance that exercise influence over events affecting their lives. Self-efficacy establishes how someone senses, speculates, motivates and behaves himself. According to Bandura (1997), self-efficacy as a particular type of expectancy related to person's beliefs in her or his abilities to accomplish a specific action or series of actions needed to produce a result.

Delcourt and Kinzie (1993) described that self-efficacy reflects an individual's confidence in his ability to perform the behavior required to produce specific outcomes. Also, Bandura (1997) stated that self-efficacy influences students' aspiration and their level of interest in academic work. Students' perceptions about their self-efficacy in a particular domain will enhance their

motivation and help them establish and achieve higher goals for themselves. Therefore, if the students have higher self-efficacy, they will be able to accomplish the task and achieve the higher score.

Mills (2006) pointed out the concept relates to individuals' belief in their capacity to achieve specific tasks which have a strong influence on level of persistence and the choice that individuals make regarding the activities to pursue. Research has consistently shown that it has a considerable impact on learning outcomes, with a stronger sense of self-efficacy leading to higher level of achievement.

### **2.3.2 The Classification of Self-Efficacy**

Self-efficacy is also concerned with the differences between individuals with high self-efficacy and ones with low self-efficacy.

#### **1) High self-efficacy**

Bandura (1997) stated that people with high self-efficacy undertake difficult and challenging tasks more readily, work harder, persist longer, and have fewer adverse emotional reactions when they encounter difficulties than people who doubt about their capabilities. People with a high self-efficacy:

- a) Develop deeper interest in the activities in which they participate.
- b) Form a stronger sense of commitment to their interests and activities.
- c) Recover quickly from setbacks and disappointments.

## 2) Low self-efficacy

According to Bandura (1997), people with low self-efficacy believe that they cannot be successful and thus are less likely to make an extended effort and they may consider challenging tasks as threats that are to be avoided. It is not an easy task for the ones with low self-efficacy since they do not trust their abilities and worry about the failure just at the beginning. Ones with low self-efficacy have weak commitment to their goal and they mostly focus on their personal deficiencies and the idea of failure. People with low self-efficacy:

- a) Avoid challenging tasks
- b) Have low self-confidence in facing difficult task and situation
- c) Concentrate on negative output
- d) Lose belief in personal skills

In short, high self-efficacy improves personal accomplishments and sees the task not as a threat but as a challenge to be better. Someone who has high self-efficacy makes the things easier, because they have faith in their abilities. On the contrary, ones with weak sense of self-efficacy tend to avoid the difficult task and will give up easily. They do not believe in their ability in doing something.

### 2.3.3 Type of Self-Efficacy

According to Schunk (1996), there are two types of self-efficacy. They are self-efficacy for learning and self-efficacy for performance. Zimmerman (2000) stated that self-efficacy for learning refers to belief about using self-regulatory process to learn. It usually operates in setting involving learning when one has not

yet acquired enough skills needed to perform a new task. This type of self-efficacy may predict how to manage the learning (Schunk, 1996). Here, the perception about how someone sees learning activity as a process related to his self-efficacy. Therefore, it can be stated that students' self-efficacy can be drawn upon their self-efficacy for self-regulation for learning.

The second type of self-efficacy is self-efficacy for performance. It refers to someone's belief about his ability to perform learned skill (Schunk, 1996). At this point, students are familiar with necessary skills to perform the given task. Schunk (1996) said that self-efficacy for performance can be employed to predict actual performance and the progress of performance. Thus, with this self-efficacy, someone believes in his ability to do something and knows what kind of trouble that can affect his performance.

In conclusion, both self-efficacy for learning and self-efficacy for performance can be applied simultaneously. This condition is intended to have vivid description of someone's self-efficacy level on how he believe what he can learn the skill because the learning process is not only about the process of getting knowledge, but it is also about applying the knowledge that is used in someone's performance.

#### **2.3.4 The Dimension of Self-efficacy**

Bandura (1997) stated that the individual's self-efficacy is varied in each dimension. The dimensions are as follows:

1) Magnitude

Magnitude of self-efficacy refers to the number of steps in increasing difficulty that a person has to perform. The individual's self-efficacy in doing a task is different toward the level of task. The individual who has high self-efficacy tends to choose the complicated task which fits to his or her ability.

2) Strength

This dimension focuses on the level of the individual's strength or stability toward their belief. Self-efficacy shows that the individual's action will bring the potential result that is expected. Strength of efficacy is related to resilience or persistence in the face of challenges, frustrations, pain, and other obstacles to perform.

3) Generality

Generality of self-efficacy refers to the extent which success or failure are experienced in similar situation or context. Generality can vary based on the degree of similarity of activities that the capabilities are expressed because of situations and the personal characteristics of the person.

### **2.3.5 Assessing Self-Efficacy**

In order to measure self-efficacy, the samples are given some items that illustrate different levels of task, and they assess the strength of their self-efficacy to conduct the compulsory activities. They keep their data on a 100-point scale,

starting from 0 (Cannot do); through intermediate degrees of belief, 50 (Moderately certain can do); to complete belief, 100 (Highly certain can do). The scale is given below (Bandura, 1997):

0	10	20	30	40	50	60	70	80	90	100
Cannot					Moderately					Highly
Do at all					certain can do					certain can do

The scale that is used to measure self-efficacy must be organized and detailed in order to have reliable and suitable result. People usually avoid the extreme positions, so a scale with only a few steps may, in actual use, shrink to one or two points. Using few steps scale can affect in processing the result between two individuals. Two individuals may have same category in few steps scale, but they might have different result in intermediate steps scale. Thus the self-efficacy scale with the 0-100 response format is a stronger predictor of performance than one with a 5-interval scale (Pajares, Hartley, & Valiante, 2001).

### **2.3.6 Factors Influencing Self-efficacy**

According to Bandura (1997) there are four major sources of self-efficacy as follows:

#### **1) Mastery Experience**

People's belief about their efficacy can be developed by four main sources of influence. Mastery experience is one of the effective ways to increase a high belief of efficacy. Performing task successfully strengthens the sense of self-efficacy.



## 2) Social Modeling

The second way to creating and strengthen self-efficacy is through vicarious experiences provided by social models. Looking at someone who successfully finished an assignment is source of self-efficacy that can motivate someone to do so.

## 3) Verbal Persuasion

The third way to strengthen people's belief is giving good feedback to make succeed. When someone says something positive and encouraging to them, it will helped them achieve a goal. Getting verbal encouragement from others help people overcome self-doubt and focus on giving their best effort to the task at hand.

## 4) Psychological Responses

According to Bandura (1997), people's responses and emotional reactions to situation also play an important role in self-efficacy. Mood, emotion, physical reaction, and stress level can impact how a person feels about their personal abilities in a particular situation.

### **2.3.7 Self-Efficacy and Reading Comprehension**

Bandura (1997) stated that efficacy beliefs influence level of effort, persistence, and choice of activities. It means that the students with sense of self-efficacy accomplishing an educational task will participate more readily, work harder and persist longer when they encounter difficulties. Moreover, when they encounter reading comprehension task, they will do their best to accomplish it.

Students' self-efficacy influences their skill acquisition both directly and indirectly by heightening their persistence (Barry, 1995). The direct effect points that self-efficacy influences students' learning in cognitive and motivational mechanisms. Bandura stated that students with a high self-efficacy will overcome difficult and challenging tasks readily.

Barkley (2006) conducted a research investigating self-efficacy and reading comprehension. According to Barkley (2006), "Quantitative data were used in this study to test hypothesis related to the relationships between teacher and student efficacy beliefs and relationships between student efficacy beliefs and student standardized achievement test scores".

Achievement was measured by using the reading comprehension subtest on the Stanford Achievement Test. The participants included both teachers and students from a middle school in suburban Alabama. They were grouped together based on both grade level and the academic team that were placed at the beginning of the school year by the school administration. The instrumentation included both a student and teacher survey which was comprised of a four point Lykert-type scale. Barkley (2006) concluded that students' self efficacy beliefs were statistically significantly correlated with reading comprehension on the Stanford Achievement Test.

In conclusion, the students who had high self-efficacy, they developed different reading strategies gaining richer cognitive interactions, experiences, in

addition to these, they were able to access an effective, interactive, strategic, quick prehensile capacity of the reading comprehension (Yogurtcu, 2013).

## **2.4 Relevant Research**

There are some studies that had been conducted about reading interest, self-efficacy, and reading comprehension. These studies are related to variables in this research.

- a. Romainah (2018) conducted the study entitled “Undergraduate Students’ Reading Interest and Reading Comprehension Achievement in a State Islamic University”. The results showed that there was no significant correlation between students’ reading interest and their reading comprehension achievement since the p-value was (.887) greater than significance value ( $.887 > .005$ ). In short, reading interest did not have any relation to reading comprehension achievement of undergraduate EFL students of State Islamic University of Raden Fatah Palembang
- b. Susanto, Sutarsyah, and Sinaga (2015) conducted the study “The Correlation between Students’ Reading Interest and Reading comprehension”. The sample consisted of thirty students of second grade at SMAN 1 Punggur. The data collecting technique were questionnaire and reading test. The research design was ex post facto design. The results of this research showed that the coefficient correlation was 0.673 and the coefficient influences value of both variables was 0.434. It was found that when the students got high score in interest score; they also got high score

in their reading comprehension test. Based on the results, it could be concluded that there was correlation between students' reading interest and their reading comprehension.

- c. Gultom, Khairul and Fatimah (2014) conducted the study entitled "The Correlation between Reading Interest and Reading Comprehension Ability of the Third Year Students at the English Department of Bung Hatta University". Based on the result of data analysis, the researcher found that the value of  $r$  calculated of this research was 0.78, while the value of  $r$ -table with level significance 0.05 and degree of freedom ( $df=n-2$ ) was 0.362. It meant that  $r$ -calculated was higher than  $r$  table ( $0.78>0.362$ ). Therefore, the alternative hypothesis of this research was accepted that there was significant correlation between students' interest and reading comprehension at the third year students of English Department of Bung Hatta University.
- d. Fahrurrozi (2017) conducted the study entitled "Relationship between Students' Reading Interest and Vocabulary Mastery with Reading Comprehension Ability". The results of the research showed (1) the research hypothesis was accepted, because  $r_{ob} = 0.872 > r_{table} = 0.320$ . The coefficient of determination was  $(R^2) = (0.872)^2 = 0.761$  or 76.1%. This meant that the contribution of reading interest ( $X_1$ ) amounted to 76.1% of the reading comprehension ( $Y$ ). (2) the research hypothesis was accepted, because  $r_{ob} = 0.797 > r_{table} = 0.320$ . The correlation coefficient between the vocabulary mastery variable and reading comprehension variable

(0.797) was significant. (3) The research hypothesis was accepted, because  $r_{obs} = 0.873 > r_{table} = 0.320$ . It could be concluded that the correlation coefficient between the variables of reading interest and vocabulary together with the reading comprehension of 0.873 was significant. The study concluded (1) there was a positive correlation between reading interest with reading comprehension, (2) there was a positive relationship between vocabulary with reading comprehension, and (3) there was a relationship between reading interest and vocabulary mastery to reading comprehension.

- e. Simanjuntak, Suparman, and Sukirlan (2016) conducted the study entitled “The Effect of Students’ Reading Interest and Vocabulary Mastery on Reading Comprehension”. The results of the research showed that the coefficient direct effect of students’ reading interest on reading comprehension and students’ vocabulary mastery on their reading comprehension were .278 and .700. In the meantime, the direct effect of students’ reading interest and vocabulary mastery on their reading comprehension was .978. Therefore, it could be concluded that there was a significant effect of students’ reading interest and vocabulary mastery on reading comprehension.
- f. Habibian and Roslan (2014) conducted the study entitled “The Relationship between Self-Efficacy in Reading with Language Proficiency and Reading Comprehension among ESL Learner’s”. The result indicated that there was a significant correlation between reader self-efficacy and reading comprehension. Moreover, readers’ self-efficacy in different levels of

foreign language proficiency was distinctive, and readers who had high level of proficiency implemented reading task better than readers who were considered as high self-efficacious. In addition, the result demonstrated that self-efficacy and language proficiency were the key factors in academic achievement. In conclusion, the students who had high self-efficacy could perform the task better than who did not. Also, the students who possessed high level of language proficiency were more successful in the process of reading.

- g. Conway (2017) conducted the study entitled “Reading Comprehension and Self-Efficacy”. This study investigated whether or not there is a correlation between the self-efficacy of high school students and their reading comprehension scores at Smith High School. There were 24 students that participated in this study. A moderate correlation was found between reading comprehension and general perception. A moderate correlation was also found between reading comprehension and the social feedback sub-scale.
- h. Yagurtcu (2013) conducted the study entitled “The Impact of Self-Efficacy Perception on Reading Comprehension on Academic Achievement”. This study examined the impact of self-efficacy belief on reading comprehension on academic achievement in the case of preparatory class students of High School of Foreign Languages of Kyrgyzstan-Turkey Manas University registered in 2011-2012 academic year. In preparatory class, along with main education languages such as Kyrgyz and Turkish, students also learned

English, Russian and Chinese as a foreign language. The population were 1485 students and samples were taken 556 students. Findings were based on answers to survey questions of 556 students obtained through random sampling. The result of research showed that readiness of a student's self-efficacy was important factor that affect his academic success. In this study, students' self-efficacy was analyzed in success of studying foreign language. As a result, the self-efficacy was established on a high proficiency between a reading comprehension and knowing a foreign language.

- i. Solheim (2011) who conducted the study entitled "The Impact of Reading Self-Efficacy and Task Value on Reading Comprehension Scores in Different Item Formats". Results found that after controlling for variance associated with word reading ability, listening comprehension, and nonverbal ability through hierarchical multiple regression analysis, reading self-efficacy was a significant positive predictor of reading comprehension scores. For students who possessed low self-efficacy in reading, reading self-efficacy was a significant positive predictor of multiple-choice comprehension scores but not of constructed-response comprehension scores. For students who possessed high self-efficacy in reading, reading self-efficacy did not account for additional variance in either item format. The implication that the multiple-choice format magnified the impact of self-efficacy in assessments of reading comprehension was discussed.
- j. Naseri (2017) conducted the study entitled "The Relationship between Reading Self-efficacy Beliefs, Reading Strategy Use and Reading

Comprehension Level of Iranian EFL Learners”. The outcome descriptive statistics, Spearman Correlation coefficient, and Canonical correlation found that a) there was significant strong positive correlation between reading self-efficacy both reading comprehension and reading strategies use, b) the most constant use of reading strategy was showed to be cognitive strategy, followed by testing strategy, meta-cognitive strategy, and finally compensatory strategy, c) regarding the gender, the relationship between Reading Self-efficacy and Reading Strategies used by Iranian EFL senior and junior students made no distinctness.

- k. Carroll J. M. and Fox Amy C. (2017) conducted the study entitled “Reading Self-Efficacy Predicts Word Reading Not Comprehension in Both Girls and Boys”. The purpose of this research is to examine the relationship between self-efficacy, word reading and reading comprehension across the range of reading abilities after controlling for reading-related cognitive factors. 83 boys and 93 girls between 8 and 11 years were involved in this research. The finding of this research showed that boys and girls had similar level of attainment and reading self-efficacy. Reading self-efficacy was not related with reading comprehension but it was related with word reading in either boys and girls.
- l. Amirah Widia Ardiati (2018) conducted the study entitled “The Correlation Between Students’ Reading Interest and Students’ Reading Comprehension Ability at the First Semester of the Eleventh Grade of SMA YP Unila Bandar Lampung in Academic Year of 2018/2019. The research design of



this research was correlational research. Simple random sampling was used to choose the sample. Thirty students were taken from 133 population as the sample. Reading comprehension test and reading interest questionnaire were used to measure the data. Based on the research findings, the result of applying  $r_{xy}$  distribution indicated that coefficient correlation was 0.59. It means that there was positive correlation between students' reading interest and reading comprehension at the first semester of the eleventh grade of SMA YP Unila Bandar Lampung 2018/2019.

This research is different from those researches above. In this research, the researcher investigated the influence of both reading interest and self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru.

## **2.5 Operational Concept**

Operational concept is the concept which is used to clarify the theories in this research in order to avoid misunderstanding and misinterpretation. In this research, there are three variables. Reading interest and self-efficacy are as the independent variables symbolized by  $X_1$  and  $X_2$ . Reading comprehension is as the dependent variable symbolized by  $Y$ . To operate the investigation on the variables, the researcher worked based on the following indicators:

1. According to Burs and Lowe as cited in Prasetyono (2008, p. 59), the indicators of reading interest (variable  $X_1$ ) are as follows:
  - a. The need for reading
  - b. The action to look for reading

- c. The feeling of pleasure of reading.
  - d. The desire of always read
  - e. The follow up
2. According to Bandura (1997), the indicators of self-efficacy (variable  $X_2$ ) are as follows:
- a. Magnitude  
The students believe they can finish a difficult task in reading
  - b. Strength  
The students can face difficulties and obstacles during reading task.
  - c. Generality  
The students improve their reading comprehension in any activities.

When the indicators of reading interest and self-efficacy are combined, it could be drawn as follows:

- a. The need for reading and belief in finishing a difficult task in reading
- b. The need for reading and facing difficulties and obstacles during reading task
- c. The need for reading and improving reading comprehension in any activities
- d. The action to look for reading and belief in finishing a difficult task in reading
- e. The action to look for reading and facing difficulties and obstacles during reading task

- f. The action to look for reading and improving reading comprehension in any activities
  - g. The feeling of pleasure of reading and belief in finishing a difficult task in reading
  - h. The feeling of pleasure of reading and facing difficulties and obstacles during reading task
  - i. The feeling of pleasure of reading and improving reading comprehension in any activities
  - j. The desire of always read and belief in finishing a difficult task in reading
  - k. The desire of always read and facing difficulties and obstacles during reading task
  - l. The desire of always read and improving reading comprehension in any activities
  - m. The follow up and belief in finishing a difficult task in reading
  - n. The follow up and facing difficulties and obstacles during reading task
  - o. The follow up and improving reading comprehension in any activities
3. According to Nuttal (1985), the indicators of reading comprehension (variable Y) are as follows:
- e. Determining main idea.
  - f. Finding the specific information or part of text
  - g. Finding reference
  - h. Finding inference

- i. Understanding Vocabulary

## **2.6 Assumption and Hypothesis**

### **2.6.1 Assumption**

1. Every student has a different level of reading interest and self-efficacy
2. There are various students' achievements in reading comprehension
3. Reading interest and self-efficacy may have significant influence on reading comprehension

### **2.6.2 Hypothesis**

Ha<sub>1</sub>: There is a significant influence of reading interest on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru.

Ho<sub>1</sub>: There is no significant influence of reading interest on reading comprehension of the tenth grade students at As-Sihofa Islamic Senior High School Pekanbaru.

Ha<sub>2</sub>: There is a significant influence of self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru.

Ho<sub>2</sub>: There is no significant influence of self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru.

Ha<sub>3</sub>: There is a significant influence of reading interest and self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru.

H<sub>03</sub>: There is no significant influence of reading interest and self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru.

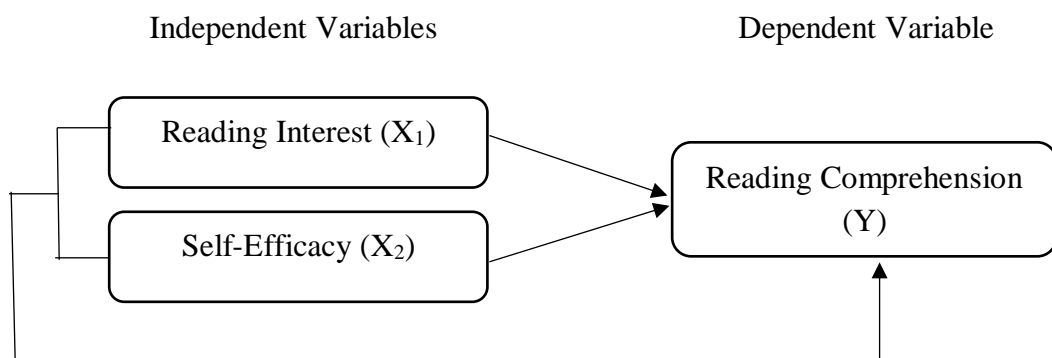
## CHAPTER III

### RESEARCH METHOD

#### 3.1 The Research Design

This research is a correlational research design. The correlational research design uses two or more variables which the independent variable influences dependent variable. According to Anderson and Arsenault (2015, p. 118), this research is one way of describing in quantitative terms of the degree which the variables are related. This research was to determine the relationship and level of relationship between two and three variables without any effort to manipulate them. There are three variables in this research; they are independent variables and dependent variable. Reading interest was the first independent variable symbolized by  $X_1$ , self-efficacy was the second independent variable symbolized by  $X_2$ , and reading comprehension was dependent variable symbolized by  $Y$ .

The diagram of these variables is shown below:



### 3.2 The Location and Time of the Research

This research was conducted at As-Shofa Islamic Senior High School Pekanbaru, Riau. It was located on As-Shofa Street. This research was conducted in November 2019.

### 3.3 The Subject and Object of the Research

The subject of this research was the tenth grade students of As-Shofa Senior High School Pekanbaru. The object of this research was the influence of reading interest and self-efficacy on reading comprehension.

### 3.4 The Population and the Sample of the Research

#### 1. The Population

The population of this research was the tenth grade students of As-Shofa Islamic Senior High School Pekanbaru in 2019-2020 academic years. It had 5 classes. The number of the tenth grade students of the Islamic Senior High School was 150 students.

**Table III.1**  
**The Population of the Research**

No	Class	Total
1	X MIA 1	30
2	X MIA 2	31
3	X MIA 3	31
4	X IIS 1	29
5	X IIS 2	29
Total		150

## 2. The Sample

The population was too large to be taken as sample. According to Hartono (2015, p. 208), “if the population is more than 100 persons, so the sample can be taken between 10-15%, 20-25%, 30-35% or more than it”. The researcher used proportional stratified random sampling, because it took samples by paying attention with all the levels in population as representatives. According to Crossman (2019), in the proportional random sampling, the size of each level is balanced to the population size of the strata when examined across the entire population. Here, the samples were taken from each level. So, the researcher took each class to be taken as sample. The researcher chose 30-35% students in each class to become samples. The sample of the research is shown below:

**Table III.2**  
**The Sample of the Research**

No	Class	Total
1	X MIA 1	10
2	X MIA 2	11
3	X MIA 3	11
4	X IIS 1	9
5	X IIS 2	9
Total		50

### 3.5 The Technique of Collecting Data

In this research, there are two kinds of technique that were used for collecting the data, they are as follows:



#### 4. Test

Test was used to measure reading comprehension. According to Brown (2004, p. 3), test is method of measuring a person's capacity, understanding, or achievement in a given domain. The type of the test was multiple choices. The researcher gave 25 multiple choices questions intended to obtain reading comprehension. The blueprint of reading comprehension test is shown below:

**Table III.3**  
**Blueprint of Reading Comprehension Test**

No.	Indicator	The Item Number	Total	Percentage
1	Determining main idea	1,6,11,16,21	5	20%
2	Finding the specific information or part of text	2,7,12,17,22	5	20%
3	Finding reference	3,8,13,18,23	5	20%
4	Finding inference	4,9,14,19,24	5	20%
5	Understanding vocabulary	5,10,15,20,25	5	20%
Total			25	100%

After the students did the test, the researcher took total score from the result of reading test. The classification of the students' score is as follows (Alico & Guimba, 2015):

**Table III.4**  
**The Classification of Students' Score**

Score	Categories
98-100	Excellent

93-97	Very Good
87-92	Good
81-86	Fair
75-80	Passing
74 and below	Failed

## 5. Questionnaire

In order to get the data of students' reading interest and self-efficacy the researcher used a questionnaire. According to Harper and Marcus (2003, p. 306), a questionnaire is a written list of questions or statements, either given or posted to respondents who fill it in themselves. Information is gathered directly from people through a series of questions or statement. The questionnaire dealt with students' opinions in responding by using a Likert scale. According to Cohen et al (2007, p. 326), a Likert scale provides a range of responses to a given question or statement.

For reading interest, it consisted of 25 statements and was measured by using the scale information of the sample rating schedule items namely; always, usually, sometime, seldom, and never. The Likert's scale and the blueprint of reading interest questionnaire are shown below:

**Table III.5**  
**Likert Scale of Reading Interest Questionnaire**

<b>Statement</b>	<b>Always</b>	<b>Usually</b>	<b>Sometime</b>	<b>Seldom</b>	<b>Never</b>
Positive	5	4	3	2	1
Negative	1	2	3	4	5

**Table III.6**  
**Blueprint of Reading Interest Questionnaire**

<b>No.</b>	<b>Indicator</b>	<b>The Item Number</b>		<b>Total</b>
		<b>Positive</b>	<b>Negative</b>	
<b>1</b>	The need for reading	1, 11, 21	6, 16	5
<b>2</b>	The actions to look for reading	7, 12, 17, 22	2	5
<b>3</b>	The feeling of pleasure for reading	3, 8, 18, 23	13, 18	5
<b>4</b>	The desire to always read	4, 14, 24	9, 19	5
<b>5</b>	The follow up	10,15,20	5, 25	5
<b>Total</b>				<b>25</b>

In addition, the researcher made 24 statements based on the indicators of self-efficacy. The five alternative answers of Likert's Scale for the questionnaires were strongly agree, agree, undecided, disagree, and strongly disagree. The Likert's scale and the blueprint of self-efficacy questionnaire are shown below:

**Table III.7**  
**Likert Scale of Self-Efficacy Questionnaire**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Positive	5	4	3	2	1
Negative	1	2	3	4	5

**Table III. 8**  
**Blueprint of Self-Efficacy Questionnaire**

No.	Indicator	The Item Number		Total
		Positive	Negative	
1	Magnitude	4, 7, 10, 16, 19, 22, 25	1, 13, 25	9
	Students believe they can finish a difficult task in reading			
2	Strength	8, 11, 14, 17, 20, 23, 26	2, 5, 26	9
	Students can face difficulties and obstacles during reading task			
3	Generality	3, 6, 12, 15, 21, 24, 27	9, 18, 27	9
	Students improve their reading comprehension in any activities			
Total				27

### 3.6 The Technique of Analyzing Data

In order to find whether there was a significant influence or not of reading interest and self-efficacy on reading comprehension, the data was analyzed by using SPSS 20. The researcher used the score of questionnaire of variables  $X_1$  and  $X_2$  and test score of variable  $Y$ . In analyzing the data, Pearson product moment correlation and multiple regression were used.

Pallant (2010) stated that Pearson product moment is the analysis of one independent variable and one dependent variable. Freedman (2009) stated multiple regression has an intercept variable and two or more explanatory variables with its own slope coefficient. It means that Pearson product moment refers to linear approach to modeling the relationship between independent variable and dependent variable. For more than one independent variable, it is called multiple regression.

Here, Pearson product moment was used to investigate the influence of reading interest on reading comprehension and the influence of self-efficacy on students' reading comprehension. The multiple regression was used to investigate the influence of reading interest and self-efficacy on reading comprehension.

To find out whether or not there was an influence of reading interest and self-efficacy on reading comprehension, It could be seen from significant (sig.) value. If the sig. value was lower than 0.05, reading interest and self-efficacy influence on reading comprehension. . If the sig. value was higher than 0.05, reading interest and self-efficacy did not influence on reading comprehension. Also, the data analysis

were supported by frequency distribution, descriptive statistics, normality test, homogeneity test etc.

### **3.7 Validity and Reliability of the Instrument**

#### **3.7.1 Validity**

Fraenkel and Norman (2006, p. 150) stated that the term of validity in the research refers to appropriateness, correctness, meaningfulness, and usefulness of the specific inferences which researchers make based on the data they collect. It means that validity is the range which inferences made from assessment results are suitable, significant, and beneficial in terms of the objective of the assessment. An instrument is valid if it is able to measure what must be measured. Hughes (1989, p. 22) also stated that a test is said to be valid if it measures accurately what it is intended to measure.

Before the test was given to the sample, the test was tried to 20 students at the tenth grade to obtain the validity. It was determined by finding the difficulty level of each item. Item difficulty was determined as proportion of correct responses. According to Gronlund (1993:103) the formula of item difficulty is as follows:

$$P = \frac{B}{JS}$$

Where P : index of difficulty or facility value

B : the number of correct answers

JS : the number of examines or students taking the test

Meanwhile, Brown (2003: 59), item facility is the extent to which an item is easy or difficult for the proposed group of test-takers. The standard level of the

difficulty used was  $>0.30$  and  $<0.70$ , it means that the level of difficulty is between 0.30 and 0.70. Then, the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”. Based on trying out the instrument of students’ reading comprehension which was conducted to 20 students with 25 questions, it can be seen in following table below:

**Table III. 9**  
**Determining Main Idea**

Variable	Determining Main Idea					N
Item No.	1	6	11	16	21	
Correct	13	9	13	10	10	20
P	0.65	0.45	0.65	0.50	0.50	
Q	0.35	0.55	0.35	0.50	0.50	

Table III.9 presents the proportion of correct answer from 20 students for item number 1 was 0.65, item number 6 showed the proportion of being correct was 0.45, item number 11 showed the proportion of being correct was 0.65, item number 16 showed the proportion of being correct was 0.50, item number 21 showed the proportion of being correct was 0.50. Based on the standard level of difficulty “p”  $< 0.30$  and  $> 0.70$ , it was pointed out that item difficulties in average of each item number for determining main idea were accepted.

**Table III. 10**  
**Finding the Specific Information or Part of Text**

Variable	Finding the Specific Information or Part of Text					N
Item No.	2	7	12	17	22	

<b>Correct</b>	11	7	13	12	9	<b>20</b>
<b>P</b>	0.55	0.35	0.65	0.60	0.45	
<b>Q</b>	0.45	0.65	0.35	0.40	0.55	

Table III.10 indicates the proportion of correct answer from 20 students for item number 2 was 0.55, item number 7 showed the proportion of being correct was 0.35, item number 12 showed the proportion of being correct was 0.65, item number 17 showed the proportion of being correct was 0.60, item number 22 showed the proportion of being correct was 0.45 Based on the standard level of difficulty “p” < 0.30 and > 0.70, it was pointed out that item difficulties in average of each item number for finding the specific information or part of text were accepted.

**Table III. 11**  
**Finding Reference**

<b>Variable</b>	<b>Finding Reference</b>					<b>N</b>
<b>Item No.</b>	<b>3</b>	<b>8</b>	<b>13</b>	<b>18</b>	<b>23</b>	
<b>Correct</b>	13	12	13	12	13	<b>20</b>
<b>P</b>	0.65	0.60	0.65	0.60	0.65	
<b>Q</b>	0.35	0.40	0.35	0.40	0.35	

Table III.11 displays the proportion of correct answer from 20 students for item number 3 was 0.65, item number 8 showed the proportion of being correct was 0.60, item number 13 showed the proportion of being correct was 0.65, item number 18 showed the proportion of being correct was 0.60, item number 23 showed the proportion of being correct was 0.65 Based on the standard level of difficulty “p” <



0.30 and  $> 0.70$ , it was pointed out that item difficulties in average of each item number for finding reference were accepted.

**Table III. 12**  
**Finding Inference**

<b>Variable</b>	<b>Finding Inference</b>					<b>N</b>
<b>Item no.</b>	<b>4</b>	<b>9</b>	<b>14</b>	<b>19</b>	<b>24</b>	
<b>Correct</b>	`13	13	13	`13	12	<b>20</b>
<b>P</b>	0.65	0.65	0.65	0.65	0.60	
<b>Q</b>	0.35	0.35	0.35	0.35	0.40	

Table III.12 illustrates the proportion of correct answer from 20 students for item number 4 was 0.65, item number 9 showed the proportion of being correct was 0.65, item number 14 showed the proportion of being correct was 0.65, item number 19 showed the proportion of being correct was 0.65, item number 24 showed the proportion of being correct was 0.60 Based on the standard level of difficulty “p” $< 0.30$  and  $> 0.70$ , it was pointed out that item difficulties in average of each item number for finding inference were accepted.

**Table III. 13**  
**Understanding Vocabulary**

<b>Variable</b>	<b>Understanding Vocabulary</b>					<b>N</b>
<b>Item no.</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>20</b>	<b>25</b>	
<b>Correct</b>	`13	12	13	11	12	<b>20</b>
<b>P</b>	0.65	0.60	0.65	0.55	0.60	
<b>Q</b>	0.35	0.40	0.35	0.45	0.40	

Table III.13 indicates the proportion of correct answer from 20 students for item number 5 was 0.65, item number 10 showed the proportion of being correct was 0.60, item number 15 showed the proportion of being correct was 0.65, item number 20 showed the proportion of being correct was 0.55, item number 25 showed the proportion of being correct was 0.60 Based on the standard level of difficulty “p” < 0.30 and > 0.70, it was pointed out that item difficulties in average of each item number for understanding vocabulary were accepted.

Based on trying out the instrument of students’ reading interest and self-efficacy which were conducted to 20 students related to reading interest and self-efficacy. It can be seen in following table:

**Table III. 14**  
**Validity Test of Reading Interest**

Item	Reading Interest		Result
	Pearson Correlation	Sig. (2-tailed)	
P1	.817**	.000	Valid
P2	.715**	.000	Valid
P3	.814**	.000	Valid
P4	.788**	.000	Valid
P5	.704**	.001	Valid
P6	.649**	.002	Valid
P7	.629**	.003	Valid
P8	.509*	.022	Valid
P9	.455*	.044	Valid

P10	.550 <sup>*</sup>	.012	Valid
P11	.545 <sup>*</sup>	.013	Valid
P12	.509 <sup>*</sup>	.022	Valid
P13	.694 <sup>**</sup>	.001	Valid
P14	.567 <sup>**</sup>	.009	Valid
P15	.567 <sup>**</sup>	.009	Valid
P16	.522 <sup>*</sup>	.018	Valid
P17	.827 <sup>**</sup>	.000	Valid
P18	.845 <sup>**</sup>	.003	Valid
P19	.573 <sup>**</sup>	.008	Valid
P20	.640 <sup>**</sup>	.002	Valid
P21	.704 <sup>**</sup>	.001	Valid
P22	.573 <sup>**</sup>	.008	Valid
P23	.693 <sup>**</sup>	.001	Valid
P24	.827 <sup>**</sup>	.000	Valid
P25	.573 <sup>**</sup>	.008	Valid

**Table III. 15**  
**Validity Test of Self-Efficacy**

Item	Self-Efficacy		Result
	Pearson Correlation	Sig. (2-tailed)	
P1	.837 <sup>**</sup>	.000	Valid
P2	.736 <sup>**</sup>	.000	Valid
P3	.833 <sup>**</sup>	.000	Valid

P4	.810**	.000	Valid
P5	.693**	.001	Valid
P6	.669**	.001	Valid
P7	.429	.056	<b>Invalid</b>
P8	.651**	.002	Valid
P9	.478*	.033	Valid
P10	.491*	.012	Valid
P11	.592**	.006	Valid
P12	.523*	.018	Valid
P13	.683**	.001	Valid
P14	.569**	.009	Valid
P15	.494*	.027	Valid
P16	.848**	.000	Valid
P17	.191	.421	<b>Invalid</b>
P18	.537*	.015	Valid
P19	.582**	.007	Valid
P20	.693**	.001	Valid
P21	.537*	.015	Valid
P22	.677**	.001	Valid
P23	.801**	.000	Valid
P24	.377	.101	<b>Invalid</b>
P25	.537**	.015	Valid
P26	.651**	.002	Valid
P27	.569**	.009	Valid

In try-out of reading interest instrument validity to 25 items, all items were valid. The researcher took all 25 valid items of questionnaire as the instrument. On the other hand, the try-out of self-efficacy consisting of 27 items was found that there were 3 items were not valid. Thus, 24 valid items were used as self-efficacy questionnaire.

### 3.7.2 Reliability

Gay and Airsian (2000, p. 169) stated that reliability is the degree which a test consistently measures whatever it is measuring. The testing of reading comprehension must have reliability in order to get the same scores obtained when the test is consistent and dependable. It can be concluded that reliability is used to measure quality of the test score and consistency of the test. The following table is the level of internal consistency of Cronbach Alpha (Cohen, 2005).

**Table III.16**  
**The Level of Reliability**

<b>Cronbach Alpha</b>	<b>Internal Consistency</b>
> 0.90	Very highly reliable
0.80-0.90	Highly reliable
0.70-0.79	Reliable
0.60-0.69	Minimally reliable
< 0.60	Unacceptably low reliability

To obtain the reliability of the instruments given, the researcher used SPSS 20 program to find out whether or not the instruments were reliable.

**Table III.17**  
**Reliability Statistics of Reading Comprehension Test**

Cronbach's Alpha	N of Items
.708	25

The table III.17 shows that the value of Cronbach alpha was 0.867 which indicated the reliability of reading comprehension test distributed to the students was reliable because the value was in the range of 0.70-0.79. It meant the test was reliable and acceptable to be used as the instrument of data collection.

**Table III.18**  
**Reliability Statistics of Reading Interest Questionnaire**

Cronbach's Alpha	N of Items
.940	25

The table III.18 shows that the value of Cronbach alpha was 0.940 which indicated the reliability of reading interest questionnaire distributed to the students was very highly reliable because the value was  $> 0.90$ . It meant the test was reliable and acceptable to be used as the instrument of data collection.

**Table III.19**  
**Reliability Statistics of Self-Efficacy Questionnaire**

Cronbach's Alpha	N of Items
.929	27

The table III.19 shows that the value of Cronbach alpha was 0.929 which indicated the reliability of self-efficacy questionnaire distributed to the students was very highly reliable because the value was  $> 0.90$ . It meant the test was reliable and acceptable to be used as the instrument of data collection.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

#### **4.1 Description of the Data**

The data of this research are the scores of students' tests and questionnaires. The main purpose of the research is to investigate the influence of reading interest and self-efficacy on students' reading comprehension. The scores from the students' reading comprehension test and students' reading interest and self-efficacy questionnaires results were analyzed by using quantitative data analysis of the findings. The descriptive and inferential statistical analysis including frequency counts, percentages, mean scores and standard deviation of the variables are presented. The hypothesis developed for this research were tested using Pearson product moment and multiple regression.

#### **4.2 Findings**

The findings of this research referred to the research question which is displayed in chapter one. The data of this research were the scores of the students' reading comprehension tests, reading interest questionnaires and self-efficacy questionnaires from respondents (the tenth grade students) at As-Shofa Islamic Senior High School. The data were collected through the following procedures:

- d. The respondents read the texts of reading comprehension and then answered the questions.
- e. The respondents gave a check mark (✓) of reading interest questionnaire.
- f. The respondents gave a check mark (✓) of self-efficacy questionnaire.



#### 4.2.1 Hypothesis 1

The procedure of inferential statistics began with the statistical test for the following null hypothesis:

$H_{01}$  : There is no significant influence of reading interest on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru.

The result of reading interest on reading comprehension for respondents was analyzed by using Pearson product moment and presented in the following table:

**Table IV.1**  
**The Analysis of the Influence of Reading Interest on Reading Comprehension**

		Reading Interest	Reading Comprehension
Reading Interest	Pearson Correlation	1	.160
	Sig. (2-tailed)		.268
	N	50	50
Reading Comprehension	Pearson Correlation	.160	1
	Sig. (2-tailed)	.268	
	N	50	50

Based on Pearson product moment analysis reading interest on reading comprehension scores of the respondents in the table IV.1 above, the sig. (2-tailed) was 0.268. If the result was ( $0.268 > 0.05$ ), it indicated that there is no significant influence of reading interest on reading comprehension.

The level of respondents correlation is presented the table below:

**Table IV.2**  
**Correlation Range**

<b>Level Correlation</b>	<b>R</b>
Small	.10 to .29
Medium	.30 to .49
Large	.50 to 1.0

The result of R was 0.16. It indicates small correlation between students' reading interest and students' reading comprehension.

#### **4.2.2 Hypothesis 2**

The procedure of inferential statistics began with the statistical test for the following alternative hypothesis:

Ha<sub>2</sub> : There is a significant influence of self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru.

The result of self-efficacy on reading comprehension for respondents was analyzed by using Pearson product moment and presented in the following table:

**Table IV.3**  
**The Analysis of the Influence of Self-Efficacy on Reading Comprehension**

		Self-Efficacy	Reading Comprehension
Self-Efficacy	Pearson Correlation	1	.354*
	Sig. (2-tailed)		.012
	N	50	50
Reading Comprehension	Pearson Correlation	.354*	1
	Sig. (2-tailed)	.012	
	N	50	50

Based on Pearson product moment analysis self-efficacy on reading comprehension scores of the respondents in the table IV.3 above, the sig. (2-tailed) was 0.012. If the result was ( $0.012 < 0.05$ ), it indicated that there is a significant influence of self-efficacy on reading comprehension. This means the more self-efficacy the students have, the higher reading comprehension score will be.

The level of respondents correlation is presented the table below:

**Table IV.4**  
**Correlation Range**

Level Correlation	R
Small	.10 to .29
Medium	.30 to .49
Large	.50 to 1.0

The result of R was 0.354. It indicated medium correlation between students' self-efficacy and students' reading comprehension.

#### 4.2.3 Hypothesis 3

The procedure of inferential statistics began with the statistical test for the following alternative hypothesis:

$H_{a3}$  : There is a significant influence of reading interest and self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru.

The result of the influence of reading interest and self-efficacy on students' reading comprehension was analyzed by using multiple regression and presented in the following table:

**Table IV.5**  
**The Analysis of the Influence of Reading Interest and Self-Efficacy on Reading Comprehension**

<b>Model Summary</b>										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.366 <sup>a</sup>	.134	.097	16.21815	.134	3.645	2	47	.034	

a. Predictors: (Constant), Self-Efficacy, Reading Interest

Based on the table IV.5 above, it is clear that sig. F change was 0.034. If the sig. F change is lower than 0.05, it means there is a significant influence of independent variables simultaneously on dependent variable. From the result, it can be concluded that  $H_{a3}$  is accepted and  $H_{o3}$  is rejected. In other words, there is a significant influence of reading interest and self-efficacy on students' reading

comprehension. Also the result of R was 0.366. It indicated medium correlation of reading interest and self-efficacy on students' reading comprehension.

**Table IV.6**  
**The Analysis of ANOVA of Reading Interest and Self-Efficacy on Reading Comprehension**

ANOVA <sup>b</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1917.670	2	958.835	3.645	.034 <sup>a</sup>
	Residual	12362.330	47	263.028		
	Total	14280.000	49			

a. Predictors: (Constant), Self-Efficacy, Reading Interest

b. Dependent Variable: Reading Comprehension

Based on the table IV.6 above, the significance of regression from ANOVA was 0.034. It showed that sig.  $0.034 < 0.05$ . It concluded that all of independent variables influence on the dependent variable.

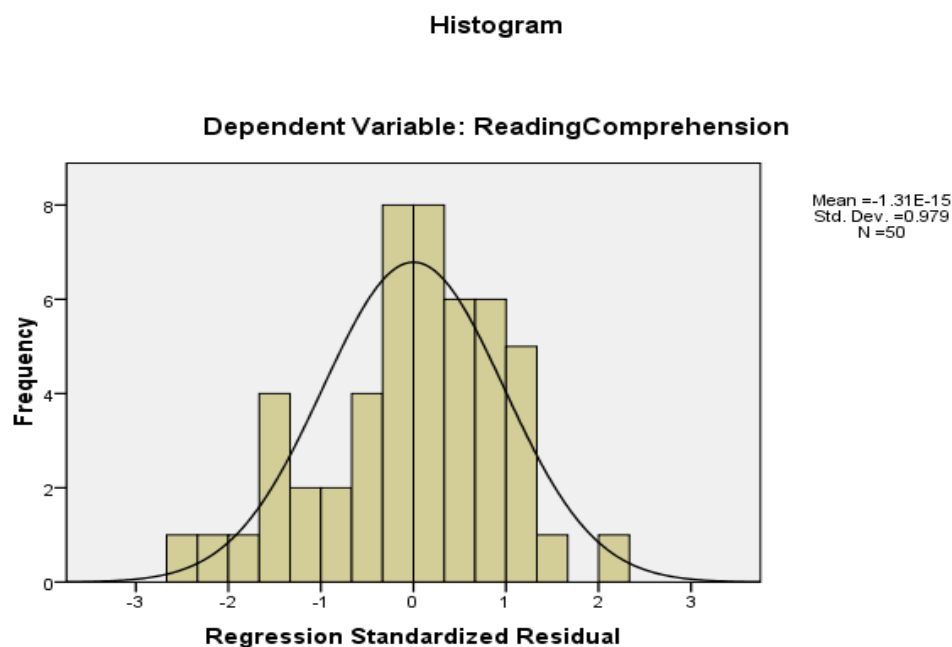
**Table IV.7**  
**The Analysis of Coefficients of Reading Interest and Self-Efficacy on Reading Comprehension**

Coefficients <sup>a</sup>						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	31.176	19.105		1.632	.109
	Reading Interest	-.229	.329	-.125	-.696	.490
	Self-Efficacy	.862	.355	.435	2.430	.019

a. Dependent Variable: Reading Comprehension

Based on the table IV.7 above, it is obvious that the significant regression of reading interest was 0.490 and self-efficacy was 0.019 as independent variables. It showed that  $0.49 > 0.05$  and  $0.019 < 0.05$ . It can be concluded that reading interest does not have influence reading comprehension. On the other hand, self-efficacy influences reading comprehension.

The table IV.5 is explained in this histogram below:



#### 4.2.4 The Result of the Students' Reading Comprehension Test

The data of the respondents' reading comprehension tests consisted of 40 students. The description of the data are as follows:

**Table IV.8**  
**The Students' Reading Comprehension Test Score**

No.	Name	Score
1	Student1	40
2	Student2	52
3	Student3	64
4	Student4	60
5	Student5	88
6	Student6	76
7	Student7	72
8	Student8	76
9	Student9	76
10	Student10	44
11	Student11	88
12	Student12	88
13	Student13	88
14	Student14	60
15	Student15	32
16	Student16	88
17	Student17	80
18	Student18	64
19	Student19	88
20	Student20	80

21	Student21	84
22	Student22	92
23	Student23	92
24	Student24	88
25	Student25	40
26	Student26	92
27	Student27	52
28	Student28	88
29	Student29	68
30	Student30	96
31	Student31	84
32	Student32	80
33	Student33	84
34	Student34	64
35	Student35	100
36	Student36	72
37	Student37	72
38	Student38	72
39	Student39	92
40	Student40	96
41	Student41	76
42	Student42	96



43	Student43	100
44	Student44	80
45	Student45	84
46	Student46	64
47	Student47	96
48	Student48	64
49	Student49	52
50	Student50	96
Total		3820
Mean		76.4

Based on the table IV.8 above, there were 50 respondents reading comprehension scores. The calculation of test score of 50 students was 3820 and the mean of the test score of 50 respondents was 76.4.

The frequency distribution of test scores of respondents were obtained by using SPSS 20 as follows:

**Table IV.9**  
**The Frequency Distribution of the Students' Reading Comprehension Test**

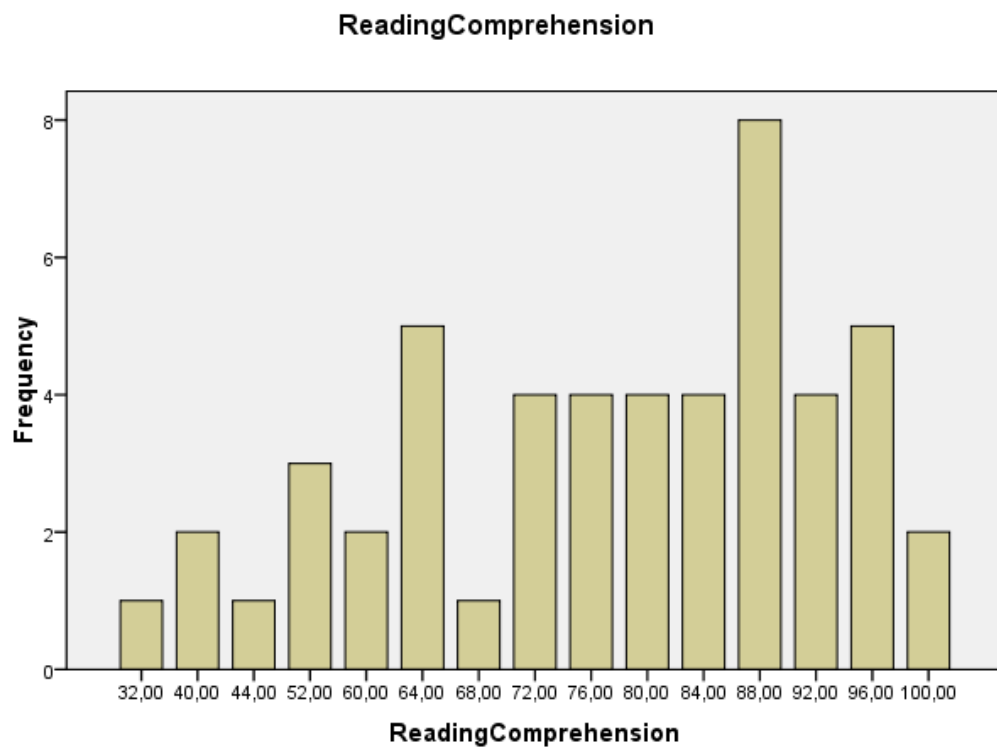
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32.00	1	2.0	2.0	2.0
	40.00	2	4.0	4.0	6.0
	44.00	1	2.0	2.0	8.0
	52.00	3	6.0	6.0	14.0
	60.00	2	4.0	4.0	18.0
	64.00	5	10.0	10.0	28.0
	68.00	1	2.0	2.0	30.0
	72.00	4	8.0	8.0	38.0
	76.00	4	8.0	8.0	46.0
	80.00	4	8.0	8.0	54.0
	84.00	4	8.0	8.0	62.0
	88.00	8	16.0	16.0	78.0
	92.00	4	8.0	8.0	86.0
	96.00	5	10.0	10.0	96.0
	100.00	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

Based on the table IV.9 above, it can be seen that the frequency of interval 32 was 1 student (2%), the frequency of interval 40 was 2 students (4%), the frequency of interval 44 was 1 student (2%), the frequency of interval 52 was 3 students (6%), the frequency of interval 60 was 2 students (4%), the frequency of interval 64 was 5 students (10%), the frequency of interval 68 was 1 student (2%), the frequency of interval 72 was 4 students (8%), the frequency of interval 76 was 4 students (8%), the frequency of interval 80 was 4 students (8%), the frequency of interval 84 was

4 students (8%), the frequency of interval 88 was 8 students (16%), the frequency of interval 92 was 4 students (8%), the frequency of interval 96 was 5 students (10%), and the frequency of interval 100 was 2 students (4%)

To determine more about the test score of 50 respondents at As-Shofa Islamic Senior High School Pekanbaru, the researcher described it in the following bar chart which was obtained from the output of SPSS 20:

**Bar Chart 1**



**Table IV.10**  
**The Classification of the Students' Reading Comprehension Test Scores**

No.	Categories	Score	Frequency	Percentage (%)
1	98-100	Excellent	2	4
2	93-97	Very Good	5	10
3	87-92	Good	12	24
4	81-86	Fair	4	8
5	75-80	Passing	8	16
6	74 and below	Failed	19	38
Total			50	100

Based on the table IV.10 above, it can be seen there are 6 categories for students' reading comprehension test score. The frequency of "Excellent" category was 2 students (4%), the frequency of "Very Good" category was 5 students (10%), the frequency of "Good" category was 12 students (24%), the frequency of "Fair" category was 4 students (8%), the frequency of "Passing" category was 8 students (16%), and the frequency of "Failed" category was 19 students (38%).

#### **4.2.5 The Result of the Students' Reading Interest Questionnaire**

The data of the students' reading interest score were obtained from reading interest questionnaire. The descriptions of the data are as follows:

**Table IV.11**  
**The Students' Reading Interest Questionnaire Score**

No.	Name	Score
1	Student1	58.4
2	Student2	60.8
3	Student3	60.8
4	Student4	58.4
5	Student5	54.4
6	Student6	65.6
7	Student7	53.6
8	Student8	68.8
9	Student9	72
10	Student10	65.6
11	Student11	59.2
12	Student12	59.2
13	Student13	60.8
14	Student14	57.6
15	Student15	61.6
16	Student16	62.4
17	Student17	67.2
18	Student18	36
19	Student19	60
20	Student20	68.8

21	Student21	62.4
22	Student22	62.4
23	Student23	52.8
24	Student24	86.4
25	Student25	51.2
26	Student26	50.4
27	Student27	76.8
28	Student28	66.4
29	Student29	61.6
30	Student30	58.4
31	Student31	67.2
32	Student32	80.8
33	Student33	73.6
34	Student34	37.6
35	Student35	59.2
36	Student36	56
37	Student37	52
38	Student38	50.4
39	Student39	60.8
40	Student40	65.6
41	Student41	60.8
42	Student42	66.4

43	Student43	52
44	Student44	65.6
45	Student45	80
46	Student46	60.8
47	Student47	64.8
48	Student48	65.6
49	Student49	53.6
50	Student50	62.4
Total		3075.2
Mean		61.504

From the table IV.11 above, it is clear that there were 50 respondents. the calculation of the total questionnaire score was 3075.2 and the mean of questionnaire was 61.504.

The frequency distribution of students' reading interest questionnaie was obtained by using SPSS 20 as follows:

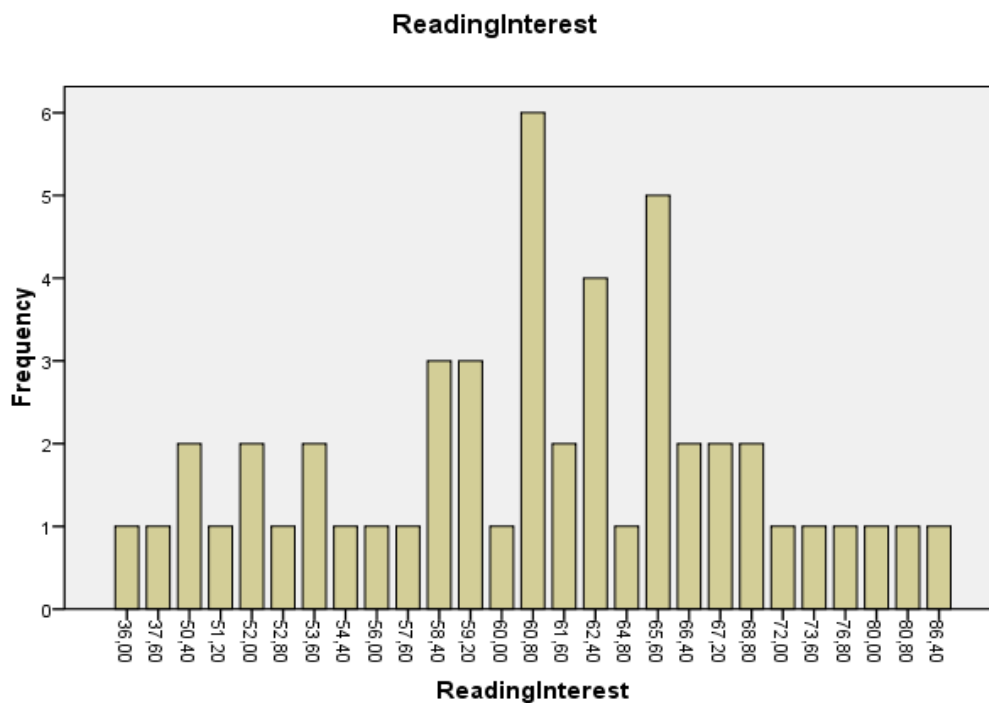
**Table IV.12**  
**The Frequency Distribution of the Students’**  
**Reading Interest Questionnaire**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36.00	1	2.0	2.0	2.0
	37.60	1	2.0	2.0	4.0
	50.40	2	4.0	4.0	8.0
	51.20	1	2.0	2.0	10.0
	52.00	2	4.0	4.0	14.0
	52.80	1	2.0	2.0	16.0
	53.60	2	4.0	4.0	20.0
	54.40	1	2.0	2.0	22.0
	56.00	1	2.0	2.0	24.0
	57.60	1	2.0	2.0	26.0
	58.40	3	6.0	6.0	32.0
	59.20	3	6.0	6.0	38.0
	60.00	1	2.0	2.0	40.0
	60.80	6	12.0	12.0	52.0
	61.60	2	4.0	4.0	56.0
	62.40	4	8.0	8.0	64.0
	64.80	1	2.0	2.0	66.0
	65.60	5	10.0	10.0	76.0
	66.40	2	4.0	4.0	80.0
	67.20	2	4.0	4.0	84.0
	68.80	2	4.0	4.0	88.0
	72.00	1	2.0	2.0	90.0
	73.60	1	2.0	2.0	92.0
	76.80	1	2.0	2.0	94.0
	80.00	1	2.0	2.0	96.0
	80.80	1	2.0	2.0	98.0
	86.40	1	2.0	2.0	100.0
	Total	50	100.0	100.0	



Based on the table IV.12 above, it can be seen that the frequency of interval 36 was 1 student (2%), the frequency of interval 37.6 was 1 student (2%), the frequency of interval 50.4 was 2 students (4%), the frequency of interval 51.2 was 1 student (2%), the frequency of interval 52 was 2 students (4%), the frequency of interval 52.8 was 1 student (2%), the frequency of interval 53.6 was 2 students (4%), the frequency of interval 54.4 was 1 student (2%), the frequency of interval 56 was 1 student (2%), the frequency of interval 57.6 was 1 student (2%), the frequency of interval 58.4 was 3 students (6%), the frequency of interval 59.2 was 3 students (6%), the frequency of interval 60 was 1 student (2%), the frequency of interval 60.08 was 6 students (12%), the frequency of interval 61.6 was 2 students (4%), the frequency of interval 62.4 was 4 students (8%), the frequency of interval 64.8 was 1 student (2%), the frequency of interval 65.6 was 5 students (10%), the frequency of interval 66.4 was 2 students (2%), the frequency of interval 67.2 was 2 students (4%), the frequency of interval 68.8 was 2 students (4%), the frequency of interval 72 was 1 student (2%), the frequency of interval 73.6 was 1 student (2%), the frequency of interval 76.8 was 1 student (2%), the frequency of interval 80 was 1 student (2%), the frequency of interval 80.8 was 1 student (2%), and the frequency of interval 86.4 was 1 student (2%).

To determine more about the reading interest questionnaire score of 50 respondents at As-Shofa Islamic Senior High School Pekanbaru, the researcher described it in the following bar chart which was obtained from the output of SPSS 20:

**Bar Chart 2****Table IV.13****The Classification of the Students' Reading Interest Questionnaire Scores**

No.	Categories	Score	Frequency	Percentage (%)
1	Extremely Sure to Read	76-100	4	8
2	Sure to Read	51-75	44	88
3	Sure not to Read	26-50	2	4
4	Extremely Sure not to Read	0-25	0	0
Total			50	100

Based on the table IV.13 above, it can be seen there are 4 categories for students' reading interest questionnaire score. The frequency of "Extremely Sure to Read" category was 4 students (8%), the frequency of "Sure to Read" category was 44 students (88%), the frequency of "Sure not to Read" category was 2 students (4%), and the frequency of "Extremely Sure not to Read" category was no student (0%). The table shows that the highest percentage of classification of the students' reading interest questionnaire score was 88%. Thus, the majority of the respondents was classified as "Sure to Read" category.

#### 4.2.6 The Result of the Students' Self-Efficacy Questionnaire

The data of the students' self-efficacy score were obtained from self-efficacy questionnaire. The descriptions of the data are as follows:

**Table IV.14**  
**The Students' Self-Efficacy Questionnaire Score**

No.	Name	Score
1	Student1	69.97
2	Student2	66.64
3	Student3	63.30
4	Student4	69.97
5	Student5	66.64
6	Student6	69.97
7	Student7	64.14
8	Student8	66.64

9	Student9	67.47
10	Student10	69.13
11	Student11	74.13
12	Student12	69.13
13	Student13	69.97
14	Student14	72.47
15	Student15	60.80
16	Student16	78.30
17	Student17	74.97
18	Student18	49.14
19	Student19	78.30
20	Student20	87.46
21	Student21	64.97
22	Student22	66.64
23	Student23	59.97
24	Student24	81.63
25	Student25	39.15
26	Student26	69.97
27	Student27	74.97
28	Student28	75.80
29	Student29	68.30
30	Student30	73.30

31	Student31	75.80
32	Student32	72.47
33	Student33	76.63
34	Student34	56.64
35	Student35	74.97
36	Student36	63.30
37	Student37	63.30
38	Student38	63.30
39	Student39	56.64
40	Student40	71.63
41	Student41	62.47
42	Student42	74.13
43	Student43	55.81
44	Student44	66.64
45	Student45	84.13
46	Student46	79.96
47	Student47	73.30
48	Student48	64.14
49	Student49	64.14
50	Student50	74.97
Total		3437.61
Mean		68.75

From the table IV.14 above, it is clear that there were 50 respondents. the calculation of the total questionnaire score was 3437.61 and the mean of questionnaire was 68.75.

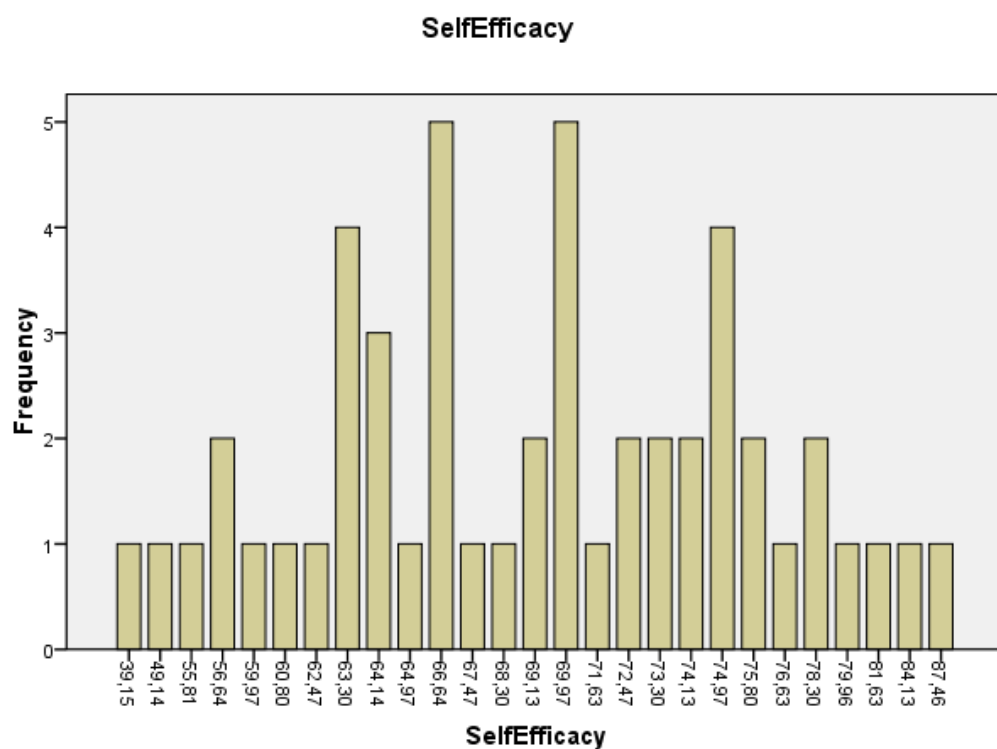
Based on the table IV.15 below, it can be seen that the frequency of interval 39.15 was 1 student (2%), the frequency of interval 49.14 was 1 student (2%), the frequency of interval 55.81 was 1 student (2%), the frequency of interval 56.64 was 2 students (4%), the frequency of interval 59.97 was 1 student (2%), the frequency of interval 60.8 was 1 student (2%), the frequency of interval 62.47 was 1 student (2%), the frequency of interval 63.3 was 4 students (8%), the frequency of interval 64.14 was 3 students (6%), the frequency of interval 64.97 was 1 student (2%), the frequency of interval 66.64 was 5 students (10%), the frequency of interval 67.47 was 1 student (2%), the frequency of interval 68.3 was 1 student (2%), the frequency of interval 69.13 was 2 students (4%), the frequency of interval 69.97 was 5 students (10%), the frequency of interval 71.63 was 1 student (2%), the frequency of interval 72.47 was 2 students (4%), the frequency of interval 73.3 was 2 students (4%), the frequency of interval 74.13 was 2 students (4%), the frequency of interval 74.97 was 4 students (8%), the frequency of interval 75.8 was 2 students (4%), the frequency of interval 76.63 was 1 student (2%), the frequency of interval 78.3 was 2 students (4%), the frequency of interval 79.96 was 1 student (2%), the frequency of interval 81.63 was 1 student (2%), the frequency of interval 84.13 was 1 student (2%), and the frequency of interval 87.46 was 1 student (2%). The frequency distribution of students' self-efficacy questionnaire was obtained by using SPSS 20 as follows:

**Table IV.15**  
**The Frequency Distribution of the Students' Self-Efficacy Questionnaire**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	39.15	1	2.0	2.0	2.0
	49.14	1	2.0	2.0	4.0
	55.81	1	2.0	2.0	6.0
	56.64	2	4.0	4.0	10.0
	59.97	1	2.0	2.0	12.0
	60.80	1	2.0	2.0	14.0
	62.47	1	2.0	2.0	16.0
	63.30	4	8.0	8.0	24.0
	64.14	3	6.0	6.0	30.0
	64.97	1	2.0	2.0	32.0
	66.64	5	10.0	10.0	42.0
	67.47	1	2.0	2.0	44.0
	68.30	1	2.0	2.0	46.0
	69.13	2	4.0	4.0	50.0
	69.97	5	10.0	10.0	60.0
	71.63	1	2.0	2.0	62.0
	72.47	2	4.0	4.0	66.0
	73.30	2	4.0	4.0	70.0
	74.13	2	4.0	4.0	74.0
	74.97	4	8.0	8.0	82.0
	75.80	2	4.0	4.0	86.0
	76.63	1	2.0	2.0	88.0
	78.30	2	4.0	4.0	92.0
	79.96	1	2.0	2.0	94.0
	81.63	1	2.0	2.0	96.0
	84.13	1	2.0	2.0	98.0
	87.46	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

To determine more about the self-efficacy questionnaire score of 50 respondents at As-Shofa Islamic Senior High School Pekanbaru, the researcher described it in the following bar chart which was obtained from the output of SPSS 20:

**Bar Chart 3**



**Table IV.16**  
**The Classification of the Students' Self-Efficacy Questionnaire Scores**

No.	Categories	Score	Frequency	Percentage (%)
1	Highly Certain Can Do	68-100	28	56
2	Moderately Certain Can Do	34-67	22	44



3	Cannot Do at All	0-33	0	0
Total			50	100

Based on the table IV.16 above, it can be seen there are 3 categories for students' self-efficacy questionnaire score. The frequency of "Highly Certain Can Do" category was 28 students (56%), the frequency of "Moderately Certain Can Do" category was 22 students (44%), and the frequency of "Cannot Do at All" category was no student (0%). The table shows that the highest percentage of classification of the students' self-efficacy questionnaire score was 56%. Thus, the majority of the respondents was classified as "Highly Certain Can Do" category.

#### 4.2.7 Descriptive Statistics

Based on the descriptive statistical analysis table IV.17 below, it can be determined that the sum score of reading comprehension was 3820, the mean score was 76.4, the maximum score was 100, the minimum score was 32, the range was 68, and the standard deviation was 17.07.

**Table IV.17**  
**Descriptive Statistics of Students' Reading Comprehension**

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Error	Statistic
Reading Comprehension	50	68.00	32.00	100.00	3820.00	76.4000	2.41424	17.07128
Valid N (listwise)	50							

**Table IV.18**  
**Descriptive Statistics of Students' Reading Interest**

<b>Descriptive Statistics</b>								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Reading Interest	50	50.40	36.00	86.40	3075.20	61.5040	1.31615	9.30659
Valid N (listwise)	50							

Based on the descriptive statistical analysis table IV.18 above, it can be determined that the sum score of reading interest was 3075.2, the mean score was 61.5, the maximum score was 86.4, the minimum score was 36, the range was 50.4, and the standard deviation was 9.3.

**Table IV.19**  
**Descriptive Statistics of Students' Self-Efficacy**

<b>Descriptive Statistics</b>								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Self-Efficacy	50	48.31	39.15	87.46	3437.61	68.7522	1.21923	8.62124
Valid N (listwise)	50							

Based on the descriptive statistical analysis table IV.19 above, it can be determined that the sum score of self-efficacy was 3437.61, the mean score was

68.75, the maximum score was 87.46, the minimum score was 39.15, the range was 48.31, and the standard deviation was 8.62.

#### 4.2.8 The Normality Test

The normality test is used to determine whether the distribution of the data is normal or not. Therefore, the researcher used SPSS 20 for normality test. The following table shows the normality test for variable  $X_1$  (reading interest),  $X_2$  (self-efficacy), and  $Y$  (reading comprehension).

Based on table IV.20 below, if the significant level (sig. 2-tailed)  $> 0.05$ , the data distribution is normal. It shows that the sig. 2-tailed of the test was 0.251. It can be concluded that the data distribution was normal. Therefore, the analysis of the influence of reading interest and self-efficacy on students reading comprehension could be continued.

**Table IV.20**  
**Normality Test**

<b>One-Sample Kolmogorov-Smirnov Test</b>		
		Unstandardized Residual
N		50
Normal Parameters <sup>a, b</sup>	Mean	.0000000
	Std. Deviation	15.88371631
Most Extreme Differences	Absolute	.144
	Positive	.068
	Negative	-.144
Kolmogorov-Smirnov Z		1.018
Asymp. Sig. (2-tailed)		.251

a. Test distribution is Normal.

b. Calculated from data.

#### 4.2.9 The Homogeneity Test

The homogeneity test is used to determine whether the distribution of the data is homogenous or not. Therefore, the researcher used SPSS 20 for homogeneity test. The following table shows the homogeneity test for variable  $X_1$  (reading interest),  $X_2$  (self-efficacy), and  $Y$  (reading comprehension).

**Table IV.21**  
**Homogeneity Test of Reading Comprehension**

<b>Test of Homogeneity of Variances</b>			
Reading Comprehension			
Levene Statistic	df1	df2	Sig.
.243	4	45	.912

For homogeneity test of reading comprehension, if the sig. value is higher than 0.05, the data distribution is homogenous (similar). From the table IV.21 above, it shows that the sig. value of the test was 0.912. It can be concluded that the data distribution of reading comprehension was homogenous.

**Table IV.22**  
**Homogeneity Test of Reading Interest**

<b>Test of Homogeneity of Variances</b>			
Reading Interest			
Levene Statistic	df1	df2	Sig.
1.263	4	45	.298

For homogeneity test of reading interest, if the sig. value is higher than 0.05, the data distribution is homogenous (similar). From the table IV.22 above, it shows

that the sig. value of the test was 0.298. It can be concluded that the data distribution of reading interest was homogenous.

**Table IV.23**  
**Homogeneity Test of Self-Efficacy**

<b>Test of Homogeneity of Variances</b>				
Self-Efficacy				
Levene				
Statistic	df1	df2	Sig.	
1.838	4	45	.138	

For homogeneity test of self-efficacy, if the sig. value is higher than 0.05, the data distribution is homogenous (similar). From the table IV.23 above, it shows that the sig. value of the test was 0.138. It can be concluded that the data distribution of self-efficacy was homogenous.

Palant (2010) stated that if the significance value is  $0 > +1$ , this indicates that there is an influence, if the significance value is 0, this indicates that is neutral and if the significance value  $-1 < 0$ , this indicates that there is no influence. The Pearson product moment was conducted to investigate significant influence for hypothesis 1 and 2. Then, multiple regression was conducted to investigate significant influence for hypothesis 3. To find out the scale of influence hypothesis 1, 2, and 3, this research used 3 levels of correlation small, medium, large.

### **4.3 Discussions**

The discussion of this study is presented based on the result of findings and also discusses the review of related theory and analysis of the data to clarify the findings. The researcher focuses on the influence of reading interest and self-

efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School.

#### **4.3.1 Significant Influence of Reading Interest on Reading Comprehension**

The first hypothesis was analyzed by Pearson product moment formula. The sig. value was not in significance level. It means that there is no significant influence of reading interest on students' reading comprehension. It can be concluded that the null hypothesis ( $H_{01}$ ) is accepted and alternative hypothesis ( $H_{a1}$ ) is rejected. It can be said that "*there is no significant influence of reading interest on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru*".

There are few studies that support and contrast this research. One of the studies that contrasts with the research finding is the study conducted by Susanto et al (2015) entitled "The Correlation Between Students' Reading Interest and Students' Reading Comprehension". This study was quantitative research. The aim of this study was to investigate the relationship between students' reading interest and students' reading comprehension. Questionnaire and test were used in collecting the data. Thirty students of second grade at SMAN Punggur were involved in this study. The design of this study was ex post facto design.

There are many other factors that can influence reading achievement. Interest in language learning is one of the many factors in second language learning and foreign language learning that affect students' achievement. This factor gradually leads to success or failure in English comprising comprehending text because

students' interest in learning contributes to the way students act toward their ability and advanced learning achievement.

Interest in language learning performs significant role in empowering students to learn effectively and efficiently on proficiency. It plays a position in decision to read, the level of engagement with the text during reading and the comprehension of the text. Interest as an affective domain in learning activity influences psychomotor and cognitive domain. Students who have interest in reading on subject topic may enjoy the learning activity.

To support students' learning, it is hoped that teachers have to increase their ability to present entertaining learning activities and give more attention about positive result from English learning. Since the students' reading interest has correlation with their reading comprehension, the students should try to encourage themselves to English. Further research on same issue can be done in lower or higher level of education. Furthermore, further researches can also be intended to investigate reading interest in other skill achievement.

The finding showed that there was a correlation between students' reading interest and students' reading comprehension. Thus, assumption was predicted that the students who have high interest in reading, they have better reading comprehension in English. This reflects that reading interest must not be ignored in learning process. The students choose what they want to read as they possibly read the material which they are interested. Due to this fact, the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted.

In short, the students who were considered having high interest in reading, they also got high score in reading comprehension. Moreover, the students who had low interest in reading, they had low score in reading comprehension. It can be said that having high reading interest, the students were able to comprehend the text better than those who have low reading interest.

Another study that contrasts with the research findings is a study conducted by Simanjuntak, Suparman, and Sukirlan (2016) entitled “The Effect of Students’ Reading Interest and Vocabulary Mastery on Reading Comprehension”. The aim of this study was to investigate there was significant influence of students’ reading interest and vocabulary mastery on students’ reading comprehension. Thirty students at the second grade of SMA participated in this study as sample. The design of this study was ex post facto because there was no experimental and control group but collecting the data by looking at relationship between cause and effect that occurred. Linear regression in SPSS 16 and path analysis was used to analyze the data.

The findings showed that (1) there was a significant influence students’ of reading interest on students’ reading comprehension, (2) there was significant influence of students’ vocabulary mastery on students’ reading comprehension, (3) and there was a significant influence of students’ reading interest and vocabulary mastery on students’ reading comprehension. Therefore, the alternative hypothesis one, two, and three were accepted and the null hypothesis one, two, and three were rejected.



Interest plays a significant role in decision to read in the stage of engagement, product and learning form of the text during reading activity (Snow, 2002). In line with Snow, Hidi, Renninger, and Krapp (2004) said that interest is motivational predictor that consists of not only the emotion but also intelligence. Reading interest has significant relationship with English learning. It also provides opportunities to learn language, grammar, vocabulary, paragraph, pronunciation, text etc.

Besides, vocabulary is more important than grammar for communication purpose especially in the first level students are stimulated to learn the basic words in language (Simajuntak, et al, 2016). At this point, high level students feel motivated to enrich their vocabulary to understand the meaning and become skilled in choice of words and style.

It is identified that English vocabulary learning can not work properly without English skill. they can not be separated in English learning process. Many vocabularies are needed for the students to comprehend the reading material well. According to Burton and Humpries (1992), the range of words that someone can use is his vocabulary knowledge. English performance will be better if someone has a large number of vocabularies.

In short, reading interest, vocabulary mastery, and reading comprehension had relationship. To understand reading comprehension, students should know about reading interest and vocabulary mastery. Vocabulary is one of the language basics that students need to know and learn because they will not possibly read foreign language without any vocabulary knowledge. In addition, reading interest

plays a significant role in learning English especially in reading comprehension. Therefore, when students have high reading interest and vocabulary mastery, their reading comprehension is also high than those who have low reading interest and vocabulary mastery.

On the other hand, Romainah (2018) conducted the study entitled “Undergraduate Students’ Reading Interest and Reading Comprehension Achievement in a State Islamic University” contrasts with the research finding. The objective of this study was describing the relationship between reading interest and reading achievement of EFL students of State Islamic University of Raden Fatah Palembang in academic year 2013-2016. Corretional research design was used in this study. The sample of the study consisted of eighty six students by using purposive sampling technique. Reading interest questionnaire and reading comprehension test were used to get the data. To analyze the data, Pearson product moment correlation coefficient was used.

Most of students in this study had moderate reading interest. They liked reading the text and gave opinion about what they read. Unfortunately, most of the students tended to read for pleasure. They only read certain type of books and sometimes got bored in doing reading activity. The development of technology could be one of the reasons that affected students’ reading interest. Social media, television, video game, internet were things that students got distracted in learning activity especially reading comprehension.

The result of reading comprehension test showed that there was a small percentage of the students who were categorized in good and average level. Here, the students have enough knowledge and skill in answering reading comprehension questions. The rest of the students were involved in poor and very poor category. It could be caused by the fact that they did not focus during the test and had low motivation to do the test.

In regard to this, there are some other factors that give significant influence on students' reading comprehension achievement in which reading interest did not become influential independent variable in this study. Reading motivation is one of the factors that has correlation with students' score especially reading comprehension. Motivated students are likely to be more confident and comprehend the text successfully. Another factor that affects students' reading comprehension is background knowledge. When students try to answer the questions, they need to activate and connect their prior knowledge to what they are reading.

The finding showed that there was no significant correlation between students' reading interest and their reading comprehension achievement in which the p-value was higher than significance value. In other words, reading interest did not have influence on reading comprehension achievement of undergraduate EFL students of State Islamic University of Raden Fatah Palembang. Due to this fact, the null hypothesis ( $H_0$ ) was accepted and alternative hypothesis ( $H_a$ ) was rejected.

In conclusion, the students who had high reading interest and applied it in reading activity did not guarantee they would get high score in reading

comprehension. In addition, the students who had low reading interest could not be convinced they would get low score in reading comprehension. Thus, further studies are expected to have wide range on what factor that can influence students' reading comprehension. Bigger number of sample and other supporting technique to collect the data are recommended to get more detailed illustration of students' interest.

#### **4.3.2 Significant Influence of Self-Efficacy on Reading Comprehension**

The second hypothesis was analyzed by Pearson product moment formula. The sig value was in significance level. It means that there is significant influence of self-efficacy on students' reading comprehension. It can be concluded that the alternative hypothesis ( $H_{a2}$ ) is accepted and null hypothesis ( $H_{o2}$ ) is rejected. It can be said that *“there is a significant influence of self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru”*.

There are few studies that support and contrast this research. First, the study which supports the research finding is the study conducted by Habibian and Roslan (2014) entitled “ The Relationship between Self-Efficacy in Reading with Language Proficiency and Reading Comprehension among ESL Learner's”. This study investigated the relationship between self-efficacy in reading with language proficiency and reading comprehension. Sixty-four students of postgraduate students from two different universities became the sample of the study comprising Master and PhD programs. The scale of belief self-efficacy comprehension and

reading comprehension test were used as instruments. The design of this study was correlational research design.

Students' self-efficacy plays an essential role in academic performance. Self-efficacy and reading comprehension are closely related and few studies stated its significant influence on the success of students as well as language proficiency. Self-efficacy and language proficiency assist the students to perform their task successful in the classroom, increase their self confidence, independence and self-esteem. Thus, it can lead the students to have deeper understanding of the text and enable them to construct meaning of the text.

The finding showed that there was a significant correlation between students' self-efficacy and their reading comprehension achievement. Furthermore, students' self-efficacy in different level of proficiency was various. The students who had high level of proficiency, performed reading task better than those who had high self-efficacy. Here, the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted.

In short, self-efficacy and language proficiency are the key factors in reading comprehension achievement. The students who had high self-efficacy tended to do the task better than who were not. Also, the students who had high language proficiency are more successful in reading comprehension activity. To succeed in teaching EFL, the teachers need to pay attention with all pedagogical process from students' self-efficacy, language skills, and components.

Second, the study which supports this research is a study conducted by Brittany Conway (2017) entitled “Reading Comprehension and Self-Efficacy”. The purpose of this study was to investigate whether or not there is a correlation between the students’ self-efficacy and their reading comprehension score at Smith High School. Twenty-four students were involved in this study. There were two instruments used in the study. MAP (Measure of Academic Progress) assessment was used to measure reading comprehension and the reader self-perception scale was used to measure self-efficacy. There were five areas of self-efficacy were tested; general perception, progress, observational comparison, social feedback and psychological states.

The findings of this study indicated that moderate correlation was discovered between reading comprehension and the social feedback. Also, reading comprehension and general perception had moderate correlation. Observational comparison was discovered with high correlation on reading comprehension. It means that students’ reading comprehension were associated with how they recognized their reading performance compared with others. With this kind of self-efficacy, their perspective of how they compare to their classmates was appeared to be various in accordance with their reading comprehension score.

To help students become better in reading comprehension, the teacher assures that student are employing efficacy beliefs that they have in reading activity (Barkley, 2005). The teacher needs to manipulate students’ self-efficacy comparing with themselves to other classmates in class. There are various methods to encourage high efficacy in students especially reading comprehension. These

involve classroom environment, experience modification, reading strategies instruction, and self-regulation (Barkley, 2005). Each of these methods has advantages and disadvantages, but when applied properly, each can be useful in the school setting.

Barkley (2005) stated that the most usual method for enhancing students' self-efficacy is verbal persuasion. Verbal praise is a fast way for the teacher to reward the students (Barkley, 2005). Small and significant amounts of verbal persuasion are important. Nevertheless, when verbal persuasion turns out in the learning process, students eventually lose interest and trust. To prevent this situation, teacher needs to be more careful to not use verbal persuasion frequently.

Teacher is supposed to concentrate on giving praise to all students. In this research, it indicated that there was a strong correlation between MAP score and observational comparison. This means praise should be balanced among special education, general education, and honor students. At this point, all students will not complain and be jealous why they are not obtaining praise while others are. In addition, students require to evaluate their progress without comparing their reading comprehension to their classmates.

Third, the study which supports the research findings is the study conducted by Mahdiah Naseri entitled "The Relationship Between Reading Self-Efficacy Beliefs, Reading Strategy Use and Reading Comprehension Level of Iranian EFL Learners". In this study, Eighty English students became the sample of the research consisting of fifty-nine females and twenty-one males. The Sample was chosen

from four classes of English literature and translation. Reading self-efficacy questionnaire, self-reported reading strategy use questionnaire, and Michigan reading comprehension test were used to collect the data.

Michigan test was a test of English proficiency consisting of one-hundred questions. It included grammar, vocabulary and reading comprehension to be tested. From this test, there were twenty questions about reading comprehension in multiple choice form. Range zero to twenty indicated students' reading comprehension level in this test. Reading strategy use questionnaire consisted of forty-three items. It had four major categories of reading strategies. They are cognitive, meta-cognitive, compensatory, and testing strategy using Likert scale. Reading self-efficacy belief questionnaire consisted of fourteen items with Likert scale. Items were ranged from "strongly disagree" to "strongly agree".

Based on the findings of this study, it indicated that (1) there were significant strong positive influence of reading self-efficacy beliefs on reading comprehension and also reading self-efficacy on reading strategy use, (2) cognitive strategy became the most frequent use of reading strategy followed by testing strategy, meta-cognitive strategy and compensatory strategy, (3) The influence of reading self-efficacy on reading strategy had no distinctness related to gender.

On the other hand, Carroll and Fox (2017) conducted the study entitled "Reading Self-Efficacy Predicts Word Reading Not Comprehension in Both Girls and Boys" contrast with the research finding. This study investigated the relationship between self-efficacy, word reading, and reading comprehension



differing in boys and girls. One hundred and seventy nine children were the samples of the study. A self-report measure of reading self-efficacy, reading comprehension and word reading, auditory short-term memory, phonological awareness, working memory and vocabulary were used to measure the data.

The finding showed that reading self-efficacy was related with word reading, and became the influential predictor of reading performance. Boys and girls showed same levels of reading self-efficacy. Nonetheless, the reading self-efficacy was not significantly related with reading comprehension. When the reading measures were considered independently, reading self-efficacy did not predict reading comprehension but reading fluency. For reading comprehension, word reading and school were influential predictors.

In conclusion, reading self-efficacy was linked with word reading, but not with reading comprehension both boys and girls. It indicated essential distinction between reading self-efficacy and other measures of reading motivation and engagement. Reading self-efficacy is a factor of reading motivation that is closely related with students' achievement in reading and does not influence to the gender differences in wide range measures.

#### **4.3.3 Significant Influence of Reading Interest and Self-Efficacy on Reading Comprehension**

The third hypothesis was analyzed by multiple regression formula. The sig. value was in significance level. It indicates that there is a significant influence of reading interest and self-efficacy on students' reading comprehension. It can be

concluded that the alternative hypothesis ( $H_{a3}$ ) is accepted and null hypothesis ( $H_{o3}$ ) is rejected. It can be said that, *there is a significant influence of reading interest and self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru*”.

## **CHAPTER V**

### **THE CONCLUSION, IMPLICATION OF THE RESEARCH AND RECOMMENDATION**

#### **5.1 Conclusion**

Based on the analysis displayed at chapter IV, finally the researcher made conclusion of the research about “The Influence of Reading Interest and Self-Efficacy on Reading Comprehension of the Tenth Grade Students at As-Shofa Islamic Senior High School Pekanbaru. It can be drawn as follows:

1. From the research finding, the influence of reading interest on reading comprehension by using Pearson product moment formula in SPSS 20, it proves that sig. value was not in significance level. Thus, the alternative hypothesis one is rejected and null hypothesis one is accepted. It means that there is no significant influence of reading interest on reading comprehension of the Tenth Grade Students at As-Shofa Islamic Senior High School Pekanbaru.
2. From the research finding, the influence of self-efficacy on reading comprehension by using Pearson product moment formula in SPSS 20, it proves that sig. value was in significance level. Thus, the alternative hypothesis two is accepted and null hypothesis two is rejected. It means that there is a significant influence of self-efficacy on reading comprehension of the Tenth Grade Students at As-Shofa Islamic Senior High School Pekanbaru.

3. From the research finding, the influence of reading interest and self-efficacy on reading comprehension by multiple regression formula in SPSS 20, it proves that sig. value was in significance level. Thus, the alternative hypothesis three is accepted and null hypothesis three is rejected. It means that there is a significant influence of reading interest and self-efficacy on reading comprehension of the Tenth Grade Students at As-Shofa Islamic Senior High School Pekanbaru.

## **5.2 Implication of the Research**

Based on the results obtained in this research, there are some implications that need to be formulized as follows:

1. Eventhough there is no significant influence of reading interest on students' reading comprehension, the teachers are expected to find other factors that support student's learning especially in reading comprehension achievement.
2. Self-efficacy has influence on students' reading comprehension. The students with high self-efficacy will have high score in reading comprehension than those who have low self-efficacy. It is expected to the teachers to develop students' self-efficacy in many ways depending on students' ability and interest.
3. Pertaining to there is a significant influence of reading interest and self-efficacy on reading comprehension in this research, It is hoped to teachers and students cooperate to find the best solution in learning

process which reading interest and self-efficacy are involved simultaneously.

4. The findings of this research needs to be applied as feedback for teachers. The teacher are required to do an evaluation related to teaching and students' achievement by considering appropriate learning method supporting with students' reading interest and self-efficacy.

### **5.3 Recommendation**

Based on the data analysis conducted in the capter IV and the conclusion of this research found that there is a significant influence of reading interest and self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru. The researcher proposed some suggestion as follows:

For the teachers:

1. Teachers should create the awareness among the parents of the need for learning, as well as request for their assistance to inculcate positive reading interest and self-efficacy at home to ensure that there is a positive extension and continuation between what happens at school and home.
2. Teachers may benefit from employing suitable teaching strategies in the reading classroom. The mismatch between teachers' teaching strategies and students' learning needs and abilities can impact upon their learning as they may not addresss their academic reading needs. Consequently,

students' reading interest as well as their level of self-efficacy can be affected.

3. Teachers are motivators and facilitators. The teachers should support the students' expectation about reading and arouse their interest to increase their reading comprehension. The teachers should know and be able to implement better methods and strategies in teaching reading. The teachers should also give a high motivation to students to read English literature to increase their reading comprehension.

For the students:

1. Interest in reading and belief in ability are absolutely indispensable; students are expected to increase reading interest and self efficacy for supporting their learning . All students should be motivated in reading and have ability to accomplish specific tasks. Thus, they can develop their learning through reading comprehension.
2. Students should study harder. Even though their reading interest and self-efficacy results were good, they still need to learn more and they have to do more practice to increase their reading comprehension.

For further research:

1. Further research needs to be continued on similar topic so that different findings could be produced for better teaching and learning both on the part of teachers and students

2. It is suggested that the next research would take longer time and wide range of sample in order to give better result of the research.
3. This research recommendeds for conducting further research in the form of correlational research in order to find out which variable is better to influence students' reading comprehension.

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# Appendix 1

## Reading Comprehension Test

### **The Rabbit and the Turtle**

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line, but found the turtle there waiting for him.

1. What is the main idea of the second paragraph?
  - A. Much to the rabbit's surprise, the turtle challenged him to a race
  - B. The rabbit thought this was a good joke and accepted the challenge
  - C. The fox was to be the umpire of the race
  - D. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought
  - E. However, the rabbit slept longer than he had thought and woke up
2. What did the turtle do when the rabbit took a nap?
  - A. The turtle laughed at the rabbit
  - B. The turtle challenged him to race
  - C. The turtle also slept
  - D. The turtle kept walking step by step by step
  - E. The turtle stood still
3. He went at full-speed to the finish line...  
The word "he" in line 10 refers to...
  - A. The turtle
  - B. The fox
  - C. The rabbit
  - D. Everyone
  - E. The lion
4. What can be inferred from the text?
  - A. Help someone who needs something
  - B. Do not underestimate someone by his ability
  - C. Make a friend with someone you like
  - D. Appreciate people's work
  - E. Do whatever you want

5. The fox was to be the umpire of the race.  
The word underlined above means...
- Helper
  - Founder
  - Judge
  - Walker
  - Owner

### **Raden Begawan**

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married.

One day Sang Prabu made up his mind to settle the matter by a show of strength. After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding.

When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

6. What is the main idea of the third paragraph?
- The fairy could not accept this, so she killed Raden Begawan
  - When Princess Teja Nirmala heard this, she was very sad
  - One day Sang Prabu made up his mind to settle the matter by a show of strength
  - When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy
  - Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals
7. Which one of the following statements is false about Sang Prabu?
- Sang Prabu was a father of his only daughter
  - Sang Prabu was taken to Kahyangan by a wicked fairy
  - Sang Prabu was a king of a kingdom in West Java
  - Sang Prabu was a wise man
  - Sang Prabu did not have a son
8. So a nice fairy took her to the Kahyangan. (line 11). The word “her” in the sentence refers to...
- The wicked fairy
  - The nice fairy
  - Prince Blambangan
  - Prince Teja



- E. Princess Nirmala
9. What is the purpose that can be inferred from the text?
- A. Tell past events
  - B. Amuse the readers
  - C. Describe someone/something
  - D. Report an event to the readers
  - E. Inform the readers about events of the day
10. ... him unconscious and he forgot his wedding(line 8). The word underlined above means...
- A. Divorce
  - B. Marriage
  - C. Performance
  - D. Show
  - E. Join

### Singapore

Singapore is a South-East Asian country located between Malaysia and Indonesia. Despite its small size, Singapore is known for its transition as a third-world country to the first-world country. Singapore also is known as the Asian Tiger economy, based on its external trade and workforce. Singapore size is not as big as Indonesia, but the city ranks highly in numerous international rankings for its education, entertainment, finance, healthcare, human capital, innovation, logistics, manufacturing, technology, tourism, trade, and transport.

Singapore is home to 5.6 million people with a diverse culture. Majority ethnic groups in Singapore are Chinese, Malay, and Indian. Singapore Independence Day was on the 9th of August 1965. Merlion Statue is the official mascot of Singapore. Singapore is famous for its Garden by the Bay, Marina Bay Sands, dan Orchard Road.

11. What is the main idea of the second paragraph?
- A. Majority ethnic groups in Singapore are Chinese, Malay, and Indian
  - B. Singapore Independence Day was on the 9th of August 1965
  - C. Singapore is a South-East Asian country located between Malaysia and Indonesia
  - D. Singapore is known for its transition as a third-world country to the first-world country
  - E. Singapore is home to 5.6 million people with a diverse culture
12. Which one of the following statements is true about Singapore?
- A. Singapore is as big as Indonesia
  - B. Liberty Statue is the official mascot of Singapore
  - C. Singapore is a North-East Asian country
  - D. Singapore is known as the Asian Tiger economy
  - E. Malay, Indian and Thai are the majority ethnic group in Singapore
13. ..., based on its external trade and workforce (line 3).  
The word "its" refers to...
- A. Asian Tiger
  - B. Singapore

- C. South-East Asian Country
- D. Economy
- E. Malay

14. The text mainly describes...

- A. The location of Singapore
- B. Majority ethnics in Singapore
- C. Economy of Singapore
- D. Singapore country
- E. The Independence Day

15. ..., but the city ranks highly in numerous international rankings for its education,...

The word underlined above means...

- A. Many
- B. Few
- C. Little
- D. Similar
- E. Uniform

Venice is a city in northern Italy. It has been known as the “Queen of the Adriatic”, “City of Bridges”, and “The City of Light”. The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which ply regular routes along the major canals and between the city’s islands. The city has many private boats. The only gondolas still in common use by Venetians are the Traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

16. What is the main idea of the second paragraph?

- A. Venice is a city in northern Italy
- B. Venice is world famous for its canals
- C. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon.
- D. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot
- E. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies

17. Which one of the following statements is false about Venice?

- A. Venice is known as “The City of Light”
- B. Venice is connected by about 117 bridges.
- C. Traghetto is usual gondola that is used by Venetians
- D. Shallow lagoon has 150 canals.

- E. Venice has many personal boats
18. It is the classical Venetian boat which nowadays is mostly used for tourists, ... (line 8)  
The word "it" refers to...
- A. Gondola
  - B. Venice
  - C. You
  - D. Canal
  - E. Wedding
19. What is the suitable title for the text?
- A. Gondola
  - B. Traghetto
  - C. Venice
  - D. Italy
  - E. Canal
20. The canals serve the function of roads, ...  
The word underlined above means...
- A. Suffice
  - B. Destroy
  - C. Follow
  - D. Accept
  - E. Provide

### **My Holiday**

Last holiday my family and I went to Jogjakarta. We stayed at Morison Hotel which is not a long way from Malioboro.

On Friday, we went to the sanctuaries in Prambanan. There were three major temples, the Brahmana, Syiwa and Wisnu. They were truly stunning. We went by just Brahmana and Syiwa temple because Wisnu temple was being remodeled.

On Saturday morning we went to Yogya Kraton. We spent around two hours there. We were fortunate because we were driven by a brilliant and amicable aide. At that point we proceeded with our adventure to Borobudur.

We touched base there at 4 p.m. At 6 p.m., we heard the declaration that Borobudur entryway would be closed. In the evening we left Jogjakarta by bus.

21. What does the third paragraph talk about?
- A. They went to Yogya Kraton
  - B. They met kind aide
  - C. They spent 2 hours in Kraton
  - D. They went to Borobudur after Kraton
  - E. They visited Prambanan
22. Why did they just visit Brahmana and Syiwa temples?
- A. Wisnu temple was being destroyed
  - B. Wisnu temple was being repaired
  - C. Wisnu temple was small

- D. Wisnu temple was dirty
  - E. There was no other temple
23. They were truly stunning (line 4).  
The word "They" refers to...
- A. Prambanan, Brahmana, Wisnu, Syiwa
  - B. Brahmana and Syiwa
  - C. Syiwa, Wisnu, Brahmana
  - D. Wisnu, Syiwa, Prambanan
  - E. Prambanan, Wisnu, Brahmana
24. The text mainly discuss about...
- A. The writer's trip to Yogyakarta
  - B. The writer's first visit to Prambanan
  - C. The writer's impression about the guide
  - D. The writer's experience at Yogya Kraton
  - E. The writer's impression about Borobudur
25. We were **fortunate** because we were driven...  
The word underlined above means...
- A. Happy
  - B. Losing
  - C. Lucky
  - D. Poor
  - E. Successful

# Appendix 2

Key Answer of Reading  
Comprehension Test

## Key Answer of Reading Comprehension

1. A	6. D	11. E	16. B	21. A
2. D	7. B	12. D	17. B	22. B
3. C	8. E	13. B	18. A	23. C
4. B	9. B	14. D	19. C	24. A
5. C	10. B	15. A	20. E	25. C

# Appendix 3

## Reading Interest Questionnaire

### PENGISIAN ANGKET

Bagian A : Reading Interest

Petunjuk :

1. Angket bertujuan untuk mengumpulkan data berhubungan dengan penelitian ilmiah
2. Angket ini tidak mempengaruhi nilai atau prestasi anda
3. Beri tanda (√) pada jawaban yang dianggap benar dan sesuai dengan pendapat anda sendiri
4. Cara menjawab pernyataan:
  - Pilihlah **TP** jika anda **TIDAK PERNAH** melakukan hal tersebut
  - Pilihlah **JR** jika anda **JARANG** melakukan hal tersebut
  - Pilihlah **KD** jika anda **KADANG-KADANG** melakukan hal tersebut
  - Pilihlah **BS** jika anda **BIASANYA** melakukan hal tersebut
  - Pilihlah **SL** jika anda **SELALU** melakukan hal tersebut

No.	Pernyataan	TP	JR	KD	BS	SL
1	Saya perlu meninjau kembali ( <i>review</i> ) materi/pelajaran di rumah					
2	Saya tidak mencari informasi tentang materi yang kurang dipahami					
3	Saya merasa senang ketika menyelesaikan tugas					
4	Saya tidak pernah dipaksa membaca oleh orang lain melainkan kemauan saya sendiri					
5	Saya tidak membuat catatan setelah membaca					
6	Saya tidak perlu membaca dari beberapa referensi					
7	Saya menggunakan waktu luang untuk membaca					
8	Saya merasa gembira ketika membaca teks cerita					
9	Saya tidak mempunyai jadwal untuk kegiatan membaca					
10	Saya menceritakan kepada keluarga atau teman tentang buku yang saya baca					



11	Saya perlu membaca pengetahuan umum					
12	Saya mengajak teman-teman untuk membuat kelompok membaca					
13	Saya cenderung melakukan aktivitas selain membaca untuk bersenang-senang					
14	Saya membaca di rumah sebelum mempelajari materi baru di sekolah					
15	Saya mendiskusikan tentang apa yang telah saya baca dengan seseorang yang lebih menguasai materi tersebut					
16	Saya tidak perlu membaca ketika sudah mengetahui suatu hal					
17	Saya menyisihkan waktu untuk membaca buku di perpustakaan					
18	Saya merasa jenuh ketika membaca beberapa buku					
19	Saya tidak mempunyai konsentrasi yang tinggi ketika membaca					
20	Saya mengaplikasikan apa yang saya dapat dari membaca					
21	Menurut saya membaca sangat dibutuhkan					
22	Saya suka bertanya kepada orang lain daripada mencari sendiri					
23	Menyenangkan bagi saya membaca buku yang diluar bidang pengetahuan yang saya miliki					
24	Saya lebih suka bermain daripada membaca					
25	Saya tidak membaca kembali buku yang saya baca untuk mengerti intisarinnya					

# Appendix 4

## Self-Efficacy Questionnaire

### PENGISIAN ANGKET

Bagian B : Self-Efficacy

Petunjuk :

1. Angket ini bertujuan untuk mengumpulkan data berhubungan dengan penelitian ilmiah
2. Angket ini tidak mempengaruhi nilai atau prestasi anda
3. Beri tanda (√) pada jawaban yang dianggap benar dan sesuai dengan pendapat anda sendiri
4. Cara menjawab pernyataan:
  - Pilihlah **SS** jika anda **SANGAT SETUJU** dengan pernyataan tersebut
  - Pilihlah **S** jika anda **SETUJU** dengan pernyataan tersebut
  - Pilihlah **R** jika anda **RAGU-RAGU** dengan pernyataan tersebut
  - Pilihlah **TS** jika anda **TIDAK SETUJU** dengan pernyataan tersebut
  - Pilihlah **STS** jika anda **SANGAT TIDAK SETUJU** dengan pernyataan tersebut

No.	Pernyataan	SS	S	R	TS	STS
1	Sulit bagi saya untuk berpegang teguh pada tujuan dan meraihnya dalam pembelajaran <i>reading comprehension</i>					
2	Saya bisa memecahkan masalah sulit jika saya berusaha keras dalam pembelajaran <i>reading comprehension</i>					
3	Saya melatih <i>reading comprehension</i> dengan membaca buku Bahasa Inggris di waktu luang					
4	Saya yakin memiliki kemampuan untuk mengerjakan beberapa macam tugas dalam <i>reading comprehension</i>					
5	Ketika seseorang memiliki pendapat yang berbeda dengan saya, saya tidak bisa menemukan cara dan jalan untuk meyakinkan dia bahwa jawaban saya benar dalam <i>reading comprehension</i>					
6	Saya membuat rangkuman setelah membaca teks Bahasa Inggris					
7	Saya yakin dapat menjawab soal sulit dalam tugas <i>reading comprehension</i>					
8	Saya tetap tenang ketika menghadapi masalah, karena saya bisa mengandalkan pemahaman saya dalam membaca					

9	Saya tidak mencari arti dari kata yang kurang <i>familiar</i> setelah saya membaca teks Bahasa Inggris					
10	Saya yakin mendapatkan nilai yang bagus ketika mengerjakan tugas <i>reading comprehension</i> yang sulit					
11	Apabila terdapat banyak kesulitan di dalam tugas <i>reading comprehension</i> , saya akan kewalahan dalam pengerjaan soal					
12	Saya bisa menggunakan Bahasa Inggris diluar sekolah					
13	Saya ragu dapat menyelesaikan tugas <i>reading comprehension</i> yang sulit tanpa bantuan dari teman saya					
14	Saya selalu melakukan yang terbaik dalam melakukan tugas <i>reading comprehension</i>					
15	Saya mencari beberapa referensi untuk mendukung bacaan saya					
16	Saya yakin dapat menceritakan apa yang saya baca					
17	Saya bisa menemukan strategi yang dapat membantu saya untuk menjawab semua pertanyaan pada tugas <i>reading comprehension</i>					
18	Saya tidak mengerti teks Bahasa Inggris tanpa melihat buku yang telah dibaca					
19	Mengerjakan tugas <i>reading comprehension</i> yang sulit tidak membuat saya cemas					
20	Ketika saya dihadapkan masalah dengan tugas <i>reading comprehension</i> , saya tidak bisa memikirkan solusinya					
21	Saya mendiskusikan pemikiran saya dengan teman tentang tugas <i>reading comprehension</i>					
22	Saya yakin dapat memahami intisari dari apa yang saya baca					

23	Saya mendorong/memotivasi diri saya ketika berhadapan dengan kesulitan dalam tugas <i>reading comprehension</i>					
24	Saya melatih Bahasa Inggris saya dengan teman setelah mendapatkan pembelajaran					

# Appendix 5

Result of Students' Reading  
Comprehension Test



## The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line, but found the turtle there waiting for him.

1. What is the main idea of the second paragraph?
  - A. Much to the rabbit's surprise, the turtle challenged him to a race
  - ~~B. The rabbit thought this was a good joke and accepted the challenge~~
  - C. The fox was to be the umpire of the race
  - D. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought
  - E. However, the rabbit slept longer than he had thought and woke up
2. What did the turtle do when the rabbit took a nap?
  - ~~A. The turtle laughed at the rabbit~~
  - ~~B. The turtle challenged him to race~~
  - C. The turtle also slept
  - D. The turtle kept walking step by step by step
  - E. The turtle stood still
3. He went at full-speed to the finish line...  
The word "he" in line 10 refers to...
  - ~~A. The turtle~~
  - B. The fox
  - C. The rabbit
  - D. Everyone
  - E. The lion
4. What can be inferred from the text?
  - ~~A. Help someone who needs something~~
  - B. Do not underestimate someone by his ability
  - C. Make a friend with someone you like
  - D. Appreciate people's work
  - E. Do whatever you want


5. The fox was to be the umpire of the race.  
The word underlined above means...
- A. Helper
  - B. Founder
  - ☒ C. Judge
  - D. Walker
  - E. Owner

### Raden Begawan

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married.

One day Sang Prabu made up his mind to settle the matter by a show of strength. After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding.

When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

6. What is the main idea of the third paragraph?
- A. The fairy could not accept this, so she killed Raden Begawan
  - B. When Princess Teja Nirmala heard this, she was very sad
  - C. One day Sang Prabu made up his mind to settle the matter by a show of strength
  - ☒ D. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy
  - E. Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals
7. Which one of the following statements is false about Sang Prabu?
- A. Sang Prabu was a father of his only daughter
  - B. Sang Prabu was taken to Kahyangan by a wicked fairy
  - C. Sang Prabu was a king of a kingdom in West Java
  - ☒ D. Sang Prabu was a wise man
  - E. Sang Prabu did not have a son
8. So a nice fairy took her to the Kahyangan. (line 11). The word "her" in the sentence refers to...
- ☒ A. The wicked fairy
  - B. The nice fairy
  - C. Prince Blambangan
  - D. Prince Teja
  - E. Princess Nirmala
- 



9. What is the purpose that can be inferred from the text?
- A. Tell past events
  - B. Amuse the readers
  - ☒ C. Describe someone/something
  - D. Report an event to the readers
  - E. Inform the readers about events of the day
10. ... him unconscious and he forgot his wedding(line 8). The word underlined above means...
- ☒ A. Divorce
  - B. Marriage
  - C. Performance
  - D. Show
  - E. Join

### Singapore

Singapore is a South-East Asian country located between Malaysia and Indonesia. Despite its small size, Singapore is known for its transition as a third-world country to the first-world country. Singapore also is known as the Asian Tiger economy, based on its external trade and workforce. Singapore size is not as big as Indonesia, but the city ranks highly in numerous international rankings for its education, entertainment, finance, healthcare, human capital, innovation, logistics, manufacturing, technology, tourism, trade, and transport.

Singapore is home to 5.6 million people with a diverse culture. Majority ethnic groups in Singapore are Chinese, Malay, and Indian. Singapore Independence Day was on the 9th of August 1965. Merlion Statue is the official mascot of Singapore. Singapore is famous for its Garden by the Bay, Marina Bay Sands, dan Orchard Road.

11. What is the main idea of the second paragraph?
- A. Majority ethnic groups in Singapore are Chinese, Malay, and Indian
  - B. Singapore Independence Day was on the 9th of August 1965
  - C. Singapore is a South-East Asian country located between Malaysia and Indonesia
  - D. Singapore is known for its transition as a third-world country to the first-world country
  - E. Singapore is home to 5.6 million people with a diverse culture
12. Which one of the following statements is true about Singapore?
- A. Singapore is as big as Indonesia
  - B. Liberty Statue is the official mascot of Singapore
  - C. Singapore is a North-East Asian country
  - ☒ D. Singapore is known as the Asian Tiger economy
  - E. Malay, Indian and Thai are the majority ethnic group in Singapore
13. ..., based on its external trade and workforce (line 3).  
The word "its" refers to...
- ☒ A. Asian Tiger
  - B. Singapore
  - C. South-East Asian Country
  - D. Economy

E. Malay

14. The text mainly describes...

- ☒ A. The location of Singapore
- B. Majority ethnics in Singapore
- C. Economy of Singapore
- D. Singapore country
- E. The Independence Day

15. ..., but the city ranks highly in numerous international rankings for its education,...

The word underlined above means...

- A. Many
- B. Few
- ☒ C. Little
- D. Similar
- E. Uniform

Venice is a city in northern Italy. It has been known as the "Queen of the Adriatic", "City of Bridges", and "The City of Light". The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which ply regular routes along the major canals and between the city's islands. The city has many private boats. The only gondolas still in common used by Venetians are the Traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

16. What is the main idea of the second paragraph?

- A. Venice is a city in northern Italy
- ☒ B. Venice is world famous for its canals
- C. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon.
- D. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot
- E. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies

17. Which one of the following statements is false about Venice?

- A. Venice is known as "The City of Light"
- B. Venice is connected by about 117 bridges.
- C. Traghetto is usual gondola that is used by Venetians
- ☒ D. Shallow lagoon has 150 canals.
- E. Venice has many personal boats



18. It is the classical Venetian boat which nowadays is mostly used for tourists, ... (line 8)  
The word "it" refers to...
- A. Gondola
  - ☒ B. Venice
  - C. You
  - D. Canal
  - E. Wedding
19. What is the suitable title for the text?
- A. Gondola
  - B. Traghetto
  - ☒ C. Venice
  - D. Italy
  - E. Canal
20. The canals serve the function of roads, ...  
The word underlined above means...
- ☒ A. Suffice
  - B. Destroy
  - C. Follow
  - D. Accept
  - E. Provide

### My Holiday

Last holiday my family and I went to Jogjakarta. We stayed at Morison Hotel which is not a long way from Malioboro.

On Friday, we went to the sanctuaries in Prambanan. There were three major temples, the Brahmana, Syiwa and Wisnu. They were truly stunning. We went by just Brahmana and Syiwa temple because Wisnu temple was being remodeled.

On Saturday morning we went to Yogya Kraton. We spent around two hours there. We were fortunate because we were driven by a brilliant and amicable aide. At that point we proceeded with our adventure to Borobudur.

We touched base there at 4 p.m. At 6 p.m., we heard the declaration that Borobudur entryway would be closed. In the evening we left Jogjakarta by bus.

21. What does the third paragraph talk about?
- ☒ A. They went to Yogya Kraton
  - B. They met kind aide
  - C. They spent 2 hours in Kraton
  - D. They went to Borobudur after Kraton
  - E. They visited Prambanan
22. Why did they just visit Brahmana and Syiwa temples?
- A. Wisnu temple was being destroyed
  - ☒ B. Wisnu temple was being repaired
  - C. Wisnu temple was small
  - D. Wisnu temple was dirty
  - E. There was no other temple

23. They were truly stunning (line 4).  
The word "They" refers to...
- A. Prambanan, Brahmana, Wisnu, Syiwa
  - B. Brahmana and Syiwa
  - ☒ C. Syiwa, Wisnu, Brahmana
  - D. Wisnu, Syiwa, Prambanan
  - E. Prambanan, Wisnu, Brahmana
24. The text mainly discuss about...
- ☒ A. The writer's trip to Yogyakarta
  - B. The writer's first visit to Prambanan
  - C. The writer's impression about the guide
  - D. The writer's experience at Yogya Kraton
  - E. The writer's impression about Borobudur
25. We were **fortunate** because we were driven...  
The word underlined above means...
- A. Happy
  - B. Losing
  - ☒ C. Lucky
  - D. Poor
  - E. Successful

## The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line, but found the turtle there waiting for him.

1. What is the main idea of the second paragraph?
  - A. Much to the rabbit's surprise, the turtle challenged him to a race
  - ☒ B. The rabbit thought this was a good joke and accepted the challenge
  - C. The fox was to be the umpire of the race
  - D. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought
  - E. However, the rabbit slept longer than he had thought and woke up
2. What did the turtle do when the rabbit took a nap?
  - A. The turtle laughed at the rabbit
  - B. The turtle challenged him to race
  - C. The turtle also slept
  - ☒ D. The turtle kept walking step by step by step
  - E. The turtle stood still
3. He went at full-speed to the finish line...  
The word "he" in line 10 refers to...
  - A. The turtle
  - B. The fox
  - ☒ C. The rabbit
  - D. Everyone
  - E. The lion
4. What can be inferred from the text?
  - A. Help someone who needs something
  - ☒ B. Do not underestimate someone by his ability
  - C. Make a friend with someone you like
  - D. Appreciate people's work
  - E. Do whatever you want



5. The fox was to be the umpire of the race.  
The word underlined above means...
- A. Helper
  - B. Founder
  - C. Judge
  - ☒ D. Walker
  - E. Owner

### Raden Begawan

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married.

One day Sang Prabu made up his mind to settle the matter by a show of strength. After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding.

When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

6. What is the main idea of the third paragraph?
- ☒ A. The fairy could not accept this, so she killed Raden Begawan
  - B. When Princess Teja Nirmala heard this, she was very sad
  - C. One day Sang Prabu made up his mind to settle the matter by a show of strength
  - D. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy
  - E. Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals
7. Which one of the following statements is false about Sang Prabu?
- ☒ A. Sang Prabu was a father of his only daughter
  - B. Sang Prabu was taken to Kahyangan by a wicked fairy
  - C. Sang Prabu was a king of a kingdom in West Java
  - D. Sang Prabu was a wise man
  - E. Sang Prabu did not have a son
8. So a nice fairy took her to the Kahyangan. (line 11). The word "her" in the sentence refers to...
- A. The wicked fairy
  - B. The nice fairy
  - C. Prince Blambangan
  - D. Prince Teja
  - ☒ E. Princess Nirmala

9. What is the purpose that can be inferred from the text?
- ☒ A. Tell past events
  - B. Amuse the readers
  - C. Describe someone/something
  - D. Report an event to the readers
  - E. Inform the readers about events of the day
10. ... him unconscious and he forgot his wedding(line 8). The word underlined above means...
- A. Divorce
  - ☒ B. Marriage
  - C. Performance
  - D. Show
  - E. Join

### Singapore

Singapore is a South-East Asian country located between Malaysia and Indonesia. Despite its small size, Singapore is known for its transition as a third-world country to the first-world country. Singapore also is known as the Asian Tiger economy, based on its external trade and workforce. Singapore size is not as big as Indonesia, but the city ranks highly in numerous international rankings for its education, entertainment, finance, healthcare, human capital, innovation, logistics, manufacturing, technology, tourism, trade, and transport.

Singapore is home to 5.6 million people with a diverse culture. Majority ethnic groups in Singapore are Chinese, Malay, and Indian. Singapore Independence Day was on the 9th of August 1965. Merlion Statue is the official mascot of Singapore. Singapore is famous for its Garden by the Bay, Marina Bay Sands, dan Orchard Road.

11. What is the main idea of the second paragraph?
- A. Majority ethnic groups in Singapore are Chinese, Malay, and Indian
  - B. Singapore Independence Day was on the 9th of August 1965
  - C. Singapore is a South-East Asian country located between Malaysia and Indonesia
  - D. Singapore is known for its transition as a third-world country to the first-world country
  - ☒ E. Singapore is home to 5.6 million people with a diverse culture
12. Which one of the following statements is true about Singapore?
- A. Singapore is as big as Indonesia<sup>✓</sup>
  - B. Liberty Statue is the official mascot of Singapore
  - C. Singapore is a North-East Asian country
  - ☒ D. Singapore is known as the Asian Tiger economy
  - E. Malay, Indian and Thai are the majority ethnic group in Singapore
13. ..., based on its external trade and workforce (line 3).  
The word "its" refers to...
- A. Asian Tiger
  - ☒ B. Singapore
  - C. South-East Asian Country
  - D. Economy



E. Malay

14. The text mainly describes...

- A. The location of Singapore
- B. Majority ethnics in Singapore
- C. Economy of Singapore
- ☒ D. Singapore country
- E. The Independence Day

15. ..., but the city ranks highly in numerous international rankings for its education,...  
The word underlined above means...

- ☒ A. Many
- B. Few
- C. Little
- D. Similar
- E. Uniform

Venice is a city in northern Italy. It has been known as the "Queen of the Adriatic", "City of Bridges", and "The City of Light". The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which ply regular routes along the major canals and between the city's islands. The city has many private boats. The only gondolas still in common used by Venetians are the Traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

16. What is the main idea of the second paragraph?

- A. Venice is a city in northern Italy ✗
- ☒ B. Venice is world famous for its canals ✓
- C. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. ✓
- D. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot
- E. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies

17. Which one of the following statements is false about Venice?

- A. Venice is known as "The City of Light"
- B. Venice is connected by about 117 bridges.
- C. Traghetto is usual gondola that is used by Venetians
- ☒ D. Shallow lagoon has 150 canals.
- E. Venice has many personal boats



18. It is the classical Venetian boat which nowadays is mostly used for tourists, ... (line 8)  
The word "it" refers to...
- A. Gondola
  - ☒ B. Venice
  - C. You
  - D. Canal
  - E. Wedding
19. What is the suitable title for the text?
- A. Gondola
  - B. Traghetto
  - ☒ C. Venice
  - D. Italy
  - E. Canal
20. The canals serve the function of roads, ...  
The word underlined above means...
- A. Suffice
  - B. Destroy
  - C. Follow
  - D. Accept
  - ☒ E. Provide

### My Holiday

Last holiday my family and I went to Jogjakarta. We stayed at Morison Hotel which is not a long way from Malioboro.

On Friday, we went to the sanctuaries in Prambanan. There were three major temples, the Brahmana, Syiwa and Wisnu. They were truly stunning. We went by just Brahmana and Syiwa temple because Wisnu temple was being remodeled.

On Saturday morning we went to Yogya Kraton. We spent around two hours there. We were fortunate because we were driven by a brilliant and amicable aide. At that point we proceeded with our adventure to Borobudur.

We touched base there at 4 p.m. At 6 p.m., we heard the declaration that Borobudur entryway would be closed. In the evening we left Jogjakarta by bus.

21. What does the third paragraph talk about?
- A. They went to Yogya Kraton
  - B. They met kind aide
  - C. They spent 2 hours in Kraton
  - ☒ D. They went to Borobudur after Kraton
  - E. They visited Prambanan
22. Why did they just visit Brahmana and Syiwa temples?
- A. Wisnu temple was being destroyed
  - B. Wisnu temple was being repaired
  - C. Wisnu temple was small
  - D. Wisnu temple was dirty
  - ☒ E. There was no other temple

23. They were truly stunning (line 4).  
The word "They" refers to...
- A. Prambanan, Brahmana, Wisnu, Syiwa
  - B. Brahmana and Syiwa
  - ☒ C. Syiwa, Wisnu, Brahmana
  - D. Wisnu, Syiwa, Prambanan
  - E. Prambanan, Wisnu, Brahmana
24. The text mainly discuss about...
- A. The writer's trip to Yogyakarta
  - ☒ B. The writer's first visit to Prambanan
  - C. The writer's impression about the guide
  - D. The writer's experience at Yogya Kraton
  - E. The writer's impression about Borobudur
25. We were fortunate because we were driven...  
The word underlined above means...
- A. Happy
  - B. Losing
  - ☒ C. Lucky
  - D. Poor
  - E. Successful

# Appendix 6

Result of Students' Reading  
Interest Questionnaire

PENGISIAN ANGKET

Bagian A : Reading Interest

Petunjuk :

1. Angket bertujuan untuk mengumpulkan data berhubungan dengan penelitian ilmiah
2. Angket ini tidak mempengaruhi nilai atau prestasi anda
3. Beri tanda (✓) pada jawaban yang dianggap benar dan sesuai dengan pendapat anda sendiri
4. Cara menjawab pernyataan:
  - Pilihlah **TP** jika anda **TIDAK PERNAH** melakukan hal tersebut
  - Pilihlah **JR** jika anda **JARANG** melakukan hal tersebut
  - Pilihlah **KD** jika anda **KADANG-KADANG** melakukan hal tersebut
  - Pilihlah **BS** jika anda **BIASANYA** melakukan hal tersebut
  - Pilihlah **SL** jika anda **SELALU** melakukan hal tersebut

No.	Pernyataan	1 TP	2 JR	3 KD	4 BS	5 SL
1	Saya perlu meninjau kembali (review) materi/pelajaran dirumah			✓		
2	Saya tidak mencari informasi tentang materi yang kurang dipahami				✓	
3	Saya merasa senang ketika menyelesaikan tugas		✓			
4	Saya tidak pernah dipaksa membaca oleh orang lain melainkan kemauan saya sendiri			✓		
5	Saya tidak membuat catatan setelah membaca		✓			
6	Saya tidak perlu membaca dari beberapa referensi			✓		
7	Saya menggunakan waktu luang untuk membaca		✓			
8	Saya merasa gembira ketika membaca teks cerita		✓			
9	Saya tidak mempunyai jadwal untuk kegiatan membaca			✓		
10	Saya menceritakan kepada keluarga atau teman tentang buku yang saya baca		✓			



		TP	JR	KD	BS	SI
11	Saya perlu membaca pengetahuan umum			✓		
12	Saya mengajak teman-teman untuk membuat kelompok membaca			✓		
13	Saya cenderung melakukan aktivitas selain membaca untuk bersenang-senang				✓	
14	Saya membaca di rumah sebelum mempelajari materi baru di sekolah			✓		
15	Saya mendiskusikan tentang apa yang telah saya baca dengan seseorang yang lebih menguasai materi tersebut		✓			
16	Saya tidak perlu membaca ketika sudah mengetahui suatu hal					✓
17	Saya menyisihkan waktu untuk membaca buku di perpustakaan			✓		
18	Saya merasa jenuh ketika membaca beberapa buku				✓	
19	Saya tidak mempunyai konsentrasi yang tinggi ketika membaca	✓				
20	Saya mengaplikasikan apa yang saya dapat dari membaca		✓			
21	Menurut saya membaca sangat dibutuhkan					✓
22	Saya suka bertanya kepada orang lain daripada mencari sendiri		✓			
23	Menyenangkan bagi saya membaca buku yang diluar bidang pengetahuan yang saya miliki		✓			
24	Saya lebih suka bermain daripada membaca				✓	
25	Saya tidak membaca kembali buku yang saya baca untuk mengerti intisarinnya				✓	

**PENGISIAN ANGKET**

Bagian A : Reading Interest

Petunjuk :

1. Angket bertujuan untuk mengumpulkan data berhubungan dengan penelitian ilmiah
2. Angket ini tidak mempengaruhi nilai atau prestasi anda
3. Beri tanda (✓) pada jawaban yang dianggap benar dan sesuai dengan pendapat anda sendiri
4. Cara menjawab pernyataan:
  - Pilihlah **TP** jika anda **TIDAK PERNAH** melakukan hal tersebut
  - Pilihlah **JR** jika anda **JARANG** melakukan hal tersebut
  - Pilihlah **KD** jika anda **KADANG-KADANG** melakukan hal tersebut
  - Pilihlah **BS** jika anda **BIASANYA** melakukan hal tersebut
  - Pilihlah **SL** jika anda **SELALU** melakukan hal tersebut

No.	Pernyataan	TP	JR	KD	BS	SL
1	Saya perlu meninjau kembali (review) materi/pelajaran di rumah			✓		
2	Saya tidak mencari informasi tentang materi yang kurang dipahami				✓	
3	Saya merasa senang ketika menyelesaikan tugas					✓
4	Saya tidak pernah dipaksa membaca oleh orang lain melainkan kemauan saya sendiri		✓			
5	Saya tidak membuat catatan setelah membaca	✓				
6	Saya tidak perlu membaca dari beberapa referensi	✓				
7	Saya menggunakan waktu luang untuk membaca		✓			
8	Saya merasa gembira ketika membaca teks cerita		✓			
9	Saya tidak mempunyai jadwal untuk kegiatan membaca		✓			
10	Saya menceritakan kepada keluarga atau teman tentang buku yang saya baca	✓				



11	Saya perlu membaca pengetahuan umum			✓		
12	Saya mengajak teman-teman untuk membuat kelompok membaca			✓		
13	Saya cenderung melakukan aktivitas selain membaca untuk bersenang-senang	✓				
14	Saya membaca di rumah sebelum mempelajari materi baru di sekolah		✓			
15	Saya mendiskusikan tentang apa yang telah saya baca dengan seseorang yang lebih menguasai materi tersebut				✓	
16	Saya tidak perlu membaca ketika sudah mengetahui suatu hal			✓		
17	Saya menyisihkan waktu untuk membaca buku di perpustakaan	✓				
18	Saya merasa jenuh ketika membaca beberapa buku				✓	
19	Saya tidak mempunyai konsentrasi yang tinggi ketika membaca			✓		
20	Saya mengaplikasikan apa yang saya dapat dari membaca	✓				
21	Menurut saya membaca sangat dibutuhkan				✓	
22	Saya suka bertanya kepada orang lain daripada mencari sendiri			✓		
23	Menyenangkan bagi saya membaca buku yang diluar bidang pengetahuan yang saya miliki		✓			
24	Saya lebih suka bermain daripada membaca					✓
25	Saya tidak membaca kembali buku yang saya baca untuk mengerti intisarinya	✓				

# Appendix 7

Result of Students'  
Self-Efficacy Questionnaire



## PENGISIAN ANGKET

Bagian B : Self-Efficacy

Petunjuk :

1. Angket ini bertujuan untuk mengumpulkan data berhubungan dengan penelitian ilmiah
2. Angket ini tidak mempengaruhi nilai atau prestasi anda
3. Beri tanda (✓) pada jawaban yang dianggap benar dan sesuai dengan pendapat anda sendiri
4. Cara menjawab pernyataan:
  - Pilihlah **SS** jika anda **SANGAT SETUJU** dengan pernyataan tersebut
  - Pilihlah **S** jika anda **SETUJU** dengan pernyataan tersebut
  - Pilihlah **R** jika anda **RAGU-RAGU** dengan pernyataan tersebut
  - Pilihlah **TS** jika anda **TIDAK SETUJU** dengan pernyataan tersebut
  - Pilihlah **STS** jika anda **SANGAT TIDAK SETUJU** dengan pernyataan tersebut

		5	4	3	2	1
No.	Pernyataan	SS	S	R	TS	STS
1	Sulit bagi saya untuk berpegang teguh pada tujuan dan meraihnya dalam pembelajaran <i>reading comprehension</i>				✓	
2	Saya bisa memecahkan masalah sulit jika saya berusaha keras dalam pembelajaran <i>reading comprehension</i>	✓				
3	Saya melatih <i>reading comprehension</i> dengan membaca buku Bahasa Inggris di waktu luang		✓			
4	Saya yakin memiliki kemampuan untuk mengerjakan beberapa macam tugas dalam <i>reading comprehension</i>		✓			
5	Ketika seseorang memiliki pendapat yang berbeda dengan saya, saya tidak bisa menemukan cara dan jalan untuk meyakinkan dia bahwa jawaban saya benar dalam <i>reading comprehension</i>				✓	
6	Saya membuat rangkuman setelah membaca teks Bahasa Inggris	✓		✓		
7	Saya yakin dapat menjawab soal sulit dalam tugas <i>reading comprehension</i>			✓		
8	Saya tetap tenang ketika menghadapi masalah, karena saya bisa mengandalkan pemahaman saya dalam membaca			✓		

SS S R TS STS

9	Saya tidak mencari arti dari kata yang kurang <i>familiar</i> setelah saya membaca teks Bahasa Inggris				✓	
10	Saya yakin mendapatkan nilai yang bagus ketika mengerjakan tugas <i>reading comprehension</i> yang sulit			✓		
11	Apabila terdapat banyak kesulitan di dalam tugas <i>reading comprehension</i> , saya akan kewalahan dalam pengerjaan soal			✓		
12	Saya bisa menggunakan Bahasa Inggris diluar sekolah			✓		
13	Saya ragu dapat menyelesaikan tugas <i>reading comprehension</i> yang sulit tanpa bantuan dari teman saya		✓			
14	Saya selalu melakukan yang terbaik dalam melakukan tugas <i>reading comprehension</i>			✓		
15	Saya mencari beberapa referensi untuk mendukung bacaan saya	✓				
16	Saya yakin dapat menceritakan apa yang saya baca			✓		
17	Saya bisa menemukan strategi yang dapat membantu saya untuk menjawab semua pertanyaan pada tugas <i>reading comprehension</i>		✓			
18	Saya tidak mengerti teks Bahasa Inggris tanpa melihat buku yang telah dibaca			✓		
19	Mengerjakan tugas <i>reading comprehension</i> yang sulit tidak membuat saya cemas		✓			
20	Ketika saya dihadapkan masalah dengan tugas <i>reading comprehension</i> , saya tidak bisa memikirkan solusinya	✓				
21	Saya mendiskusikan pemikiran saya dengan teman tentang tugas <i>reading comprehension</i>			✓		
22	Saya yakin dapat memahami intisari dari apa yang saya baca		✓			

23	Saya mendorong/memotivasi diri saya ketika berhadapan dengan kesulitan dalam tugas <i>reading comprehension</i>		✓			
24	Saya melatih Bahasa Inggris saya dengan teman setelah mendapatkan pembelajaran			✓		



### PENGISIAN ANGKET

Bagian B : Self-Efficacy

Petunjuk :

1. Angket ini bertujuan untuk mengumpulkan data berhubungan dengan penelitian ilmiah
2. Angket ini tidak mempengaruhi nilai atau prestasi anda
3. Beri tanda (✓) pada jawaban yang dianggap benar dan sesuai dengan pendapat anda sendiri
4. Cara menjawab pernyataan:
  - Pilihlah **SS** jika anda **SANGAT SETUJU** dengan pernyataan tersebut
  - Pilihlah **S** jika anda **SETUJU** dengan pernyataan tersebut
  - Pilihlah **R** jika anda **RAGU-RAGU** dengan pernyataan tersebut
  - Pilihlah **TS** jika anda **TIDAK SETUJU** dengan pernyataan tersebut
  - Pilihlah **STS** jika anda **SANGAT TIDAK SETUJU** dengan pernyataan tersebut

No.	Pernyataan	SS	S	R	TS	STS
1	Sulit bagi saya untuk berpegang teguh pada tujuan dan meraihnya dalam pembelajaran <i>reading comprehension</i>			✓		
2	Saya bisa memecahkan masalah sulit jika saya berusaha keras dalam pembelajaran <i>reading comprehension</i>		✓			
3	Saya melatih <i>reading comprehension</i> dengan membaca buku Bahasa Inggris di waktu luang			✓		
4	Saya yakin memiliki kemampuan untuk mengerjakan beberapa macam tugas dalam <i>reading comprehension</i>	✓				
5	Ketika seseorang memiliki pendapat yang berbeda dengan saya, saya tidak bisa menemukan cara dan jalan untuk meyakinkan dia bahwa jawaban saya benar dalam <i>reading comprehension</i>	✓				
6	Saya membuat rangkuman setelah membaca teks Bahasa Inggris	✓				
7	Saya yakin dapat menjawab soal sulit dalam tugas <i>reading comprehension</i>			✓		
8	Saya tetap tenang ketika menghadapi masalah, karena saya bisa mengandalkan pemahaman saya dalam membaca		✓			

9	Saya tidak mencari arti dari kata yang kurang <i>familiar</i> setelah saya membaca teks Bahasa Inggris				✓	
10	Saya yakin mendapatkan nilai yang bagus ketika mengerjakan tugas <i>reading comprehension</i> yang sulit			✓		
11	Apabila terdapat banyak kesulitan di dalam tugas <i>reading comprehension</i> , saya akan kewalahan dalam pengerjaan soal			✓		
12	Saya bisa menggunakan Bahasa Inggris diluar sekolah			✓		
13	Saya ragu dapat menyelesaikan tugas <i>reading comprehension</i> yang sulit tanpa bantuan dari teman saya		✓			
14	Saya selalu melakukan yang terbaik dalam melakukan tugas <i>reading comprehension</i>			✓		
15	Saya mencari beberapa referensi untuk mendukung bacaan saya		✓			
16	Saya yakin dapat menceritakan apa yang saya baca		✓			
17	Saya bisa menemukan strategi yang dapat membantu saya untuk menjawab semua pertanyaan pada tugas <i>reading comprehension</i>		✓			
18	Saya tidak mengerti teks Bahasa Inggris tanpa melihat buku yang telah dibaca	✓				
19	Mengerjakan tugas <i>reading comprehension</i> yang sulit tidak membuat saya cemas			✓		
20	Ketika saya dihadapkan masalah dengan tugas <i>reading comprehension</i> , saya tidak bisa memikirkan solusinya			✓		
21	Saya mendiskusikan pemikiran saya dengan teman tentang tugas <i>reading comprehension</i>	✓				
22	Saya yakin dapat memahami intisari dari apa yang saya baca	✓				

23	Saya mendorong/memotivasi diri saya ketika berhadapan dengan kesulitan dalam tugas <i>reading comprehension</i>		✓			
24	Saya melatih Bahasa Inggris saya dengan teman setelah mendapatkan pembelajaran	✓				

# Appendix 8

Result of Students'

Try Out



The Result of Students' Reading Comprehension Try Out

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Student 1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	0	0	0	0	1	0	1	0	0
Student 2	1	0	1	0	1	1	1	0	0	0	1	0	1	0	1	0	0	0	1	1	0	0	1	1	0
Student 3	0	1	0	1	0	0	0	1	0	1	0	0	1	0	0	1	1	1	1	1	0	0	1	0	1
Student 4	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	1	0	0	0	1	1	1	0	0	1
Student 5	1	0	1	1	1	0	0	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	1	1	1
Student 6	0	1	1	0	1	1	1	0	0	0	1	1	1	1	0	0	1	0	1	0	1	1	1	0	1
Student 7	1	1	0	1	1	1	1	1	1	0	0	0	0	0	1	1	1	1	0	1	1	0	0	0	0
Student 8	0	0	1	1	0	1	0	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	0	1	1
Student 9	1	1	0	1	1	0	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0
Student 10	0	1	0	1	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	0	0	0	1	0	1
Student 11	1	1	0	0	0	1	1	0	0	0	0	1	1	0	0	0	1	1	1	1	1	0	1	0	0
Student 12	0	1	0	1	1	0	0	0	1	1	0	0	0	1	1	1	0	1	0	1	0	0	1	1	0
Student 13	1	1	1	0	0	1	0	1	1	0	0	0	0	1	0	1	1	1	1	1	1	0	1	1	1
Student 14	0	0	0	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	0	1	0	0	0	0
Student 15	1	0	1	0	1	0	1	1	0	0	0	1	1	0	0	0	1	1	1	1	0	1	1	0	1
Student 16	1	0	0	0	0	1	0	1	0	0	1	1	0	1	1	1	0	0	1	1	0	0	1	0	0
Student 17	0	1	1	0	1	1	0	1	0	1	0	1	1	0	0	0	1	1	0	1	0	1	1	1	1
Student 18	1	1	0	1	1	0	1	0	1	1	1	1	0	1	0	1	0	1	0	0	1	0	0	0	0
Student 19	0	1	0	1	1	0	0	1	1	1	0	1	1	1	1	0	0	1	0	1	1	1	0	1	0
Student 20	1	0	1	0	0	1	0	0	1	1	1	1	1	0	0	0	0	1	0	1	1	1	0	1	1
total	11	13	9	12	12	11	9	11	13	12	10	13	11	11	8	11	10	11	12	12	11	7	12	8	10
p	0,55	0,65	0,45	0,6	0,6	0,55	0,45	0,55	0,65	0,6	0,5	0,65	0,55	0,55	0,4	0,55	0,5	0,55	0,6	0,6	0,55	0,35	0,6	0,4	0,5
q	0,45	0,35	0,55	0,4	0,4	0,45	0,55	0,45	0,35	0,4	0,5	0,35	0,45	0,45	0,6	0,45	0,5	0,45	0,4	0,4	0,45	0,65	0,4	0,6	0,5



## The Result of Students' Reading Interest Try Out

[illegible]

## The Result of Students' Self-Efficacy Try Out

[illegible]





# LANGUAGE DEVELOPMENT CENTER

## STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

### مركز ترقية اللغة لجامعة سلطان شريف قاسم الحكوميه الاسلاميه



## CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Muhammad Ramadhan Arif

ID Number : 21790115730

Date of Birth : February 27, 1995

Sex : Male

Test Form : Paper Based Test

Achieved the following scores on the

### English Proficiency Test

Listening Comprehension : 57

Structure & Written Expressions : 53

Reading Comprehension : 54

Overall Score : 547

Expired Date : May 12, 2021



The Committee of Language Development Center

English Proficiency Test® Certificate Provided by  
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.

The scores and information presented in this score report are approved.

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UIN SUSKA RIAU

LANGUAGE DEVELOPMENT CENTER  
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مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية



SERTIFIKAT  
ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Muhammad Ramadhan Arif

Nomor ID : 21790115730  
Jenis Kelamin : Laki-Laki  
Tanggal Lahir : 27 Februari 1995

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

الاستماع : 46  
القواعد : 45  
القراءة : 50  
النتيجة : 470

Berlaku Hingga : 08 November 2021



Arabic Proficiency Test® Certificate Provided by  
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Mahyudin Syukri, M. Ag  
The Head of Language Development Center





UIN SUSKA RIAU

# KARTU KONTROL KONSULTASI

DIVISI PANGKALAN TESIS / DISERTASI MAHASISWA

NAMA

Muhammad Ramadhan Arif

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PROGRAM STUDI

Pendidikan Agama Islam

KONSENTRASI

Pendidikan Bahasa Inggris

PEMBIMBING / PROMOTOR

Abdul Hadi, S.Pd, MA, PhD

PEMBIMBING II / CO PROMOTOR

Drs H. Romadi, MA, PhD

JUDUL / TESIS / DISERTASI

The Influence of Reading

Interest and Self-Efficacy on

Students' Reading Comprehension

of the Tenth Grade at Islamic

Senior High School AS-Shofa

Petamban

PROGRAM PASCA SARJANA

UNIVERSITAS ISLAM NEGERI

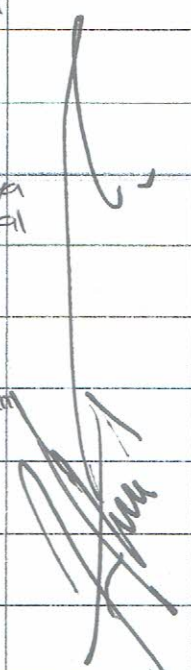
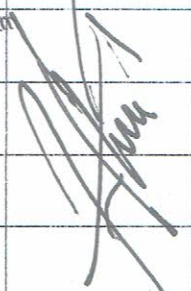
SULTAN SYARIF KASIM RIAU





**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Muhammad Ramadhan Arif  
 NIM : 21790115730  
 PROGRAM : Pascasarjana  
 PRODI : Pendidikan Agama Islam  
 KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	4/4/2018 Rabu	Pengaruh Pola berpikir konvergen dan divergen terhadap hasil belajar siswa		Ria Gamaliza
2		sekolah menengah atas negeri sekecamatan SIAG hulu kab. Kampar		
3				
4		kontribusi kecerdasan sosial dan budaya organisasi terhadap kompetensi sosial		Habibur rahman
5		guru di SMP negeri sekecamatan kampar kiri kab. Kampar		
6				
7		konsep dan strategi pendidikan Islam dalam keluarga menurut Hasan		Siti Maryam
8		Langgung		
9		Pemikiran Hamka tentang etika pergaulan peserta didik		Sabaruddin Siregar
10				
11		Pembinaan kompetensi profesional guru Sains oleh kepala Madrasah ibkdm		Rostika Rahman
12		pengintegrasian ilmu di MAN kab. Kampar		
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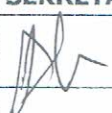
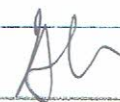

Pekanbaru, 4 April 2018  
 Direktur,

**Prof. Dr. H. Ilyas Husti, M.Ag**  
 NIP. 19611230 198903 1 002

- NB:** 1. Kartu ini dibawa setiap kali mengikuti Seminar  
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Muhammad Ramadhani Arif  
 NIM : 21790115730  
 PROGRAM : Pascasarjana  
 PRODI : Pendidikan Agama Islam  
 KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	20/3/18	wasiat wajibah menurut pemikiran Ibnu Hazim		Busihai
2				
3		kedudukan saksi iktar waqaf menurut komplikasi hukum Islam		Ramuis
4		dengan perspektif Fiqh Imam Syafii		
5				
6		Hadits tentang aqil ditinggalkan dari takhrij Fiqh dan kesetaraan		Yusuf Saikha
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Pekanbaru, 20 Maret 2018.  
 Direktur,

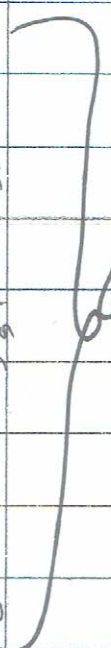
**Prof. Dr. H. Ilyas Husti, M.Ag**  
 NIP. 19611230 198903 1 002

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Muhammad Ramadhan Arif  
 NIM : 21790115730  
 PROGRAM : Pascasarjana  
 PRODI : Pendidikan Agama Islam  
 KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	20/3/18	Problematisasi pelaksanaan akad nikah ditinggalkan dari perspektif Hukum Islam		syuaib
2				
3		Hukum merikatkan perempuan hamil menurut Abu Hanifah dan Ahmad bin Hambat		Kalandri Spaura
4				
5		Hukum menghadapi Sholat yang ditinggalkan tanpa uzur studi perbandingan pendapat Imam As-Syafi'i dengan pendapat Ibnu Famiyah		Orizpendri
6				
7				
8		Kedudukan perkawinan dan perceraian dibawah tangan ditinggalkan dari kompilasi Hukum Islam dan Peraturan perundang-undangan yang berlaku di Indonesia		Amru Hasibuan
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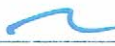
Pekanbaru, 20 Maret 2018.  
 Direktur,

**Prof. Dr. H. Ilyas Husti, M.Ag**  
 NIP. 19611230 198903 1 002

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Muhammad Ramadhan Arif  
 NIM : 21790115730  
 PROGRAM : Pasca Sarjana  
 PRODI : Pendidikan Agama Islam  
 KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	20/3/18	Model praktik Bisnis dan Ekonomi Periode kabisik (sebuah Tinjauan Historis)		Jasman
2				
3		Analisis Tata kelola Program Pendidikan air minum dan sanitasi berbasis masyarakat di kabupaten Kampar (studi tinjauan Ziswaf)		wan alfi
4				
5				
6		Model pembiayaan Haji dan umrah sistem multi level marketing pada perusahaan Travel Arminereka Pekanbaru		M Sari Faidat
7				
8				
9		Model penerapan kewirausahaan dan Bisnis pada pondok pesantren di Pekanbaru		Umarkhot tarmisi
10				
11		Model Transaksi jual beli online ditinjau dari perspektif ekonomi syariah		Rida Rizkiq
12				
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Pekanbaru, 20 Maret 2018  
 Direktur,

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 NIP. 19611230 198903 1 002

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Muhammad Ramadhan Arif  
 NIM : 21790115730  
 PROGRAM : Pascasarjana  
 PRODI : Pendidikan Agama Islam  
 KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	20/3/18 Selasa	A comparative study of the effect directed listening thinking activity and story telling technique toward students' listening comprehension		Andri Winata
2				
3		The effect of using roleplay on students' speaking ability and their motivation at Junior High School in Bangkinang		Inda Irena
4				
5		An item analysis of the English Summative test on the difficulty level, discriminating power and distractor efficiency at language development centre of UIN SUSKA Riau		Hasni Rahani
6				
7		The influence of using vocabulary knowledge on reading comprehension and writing ability		Tanty Yumaita
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Pekanbaru, 20 Maret 2018  
 Direktur,

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Muhammad Ramadhan Arif  
 NIM : 21790115730  
 PROGRAM : Pascasarjana  
 PRODI : Pendidikan Agama Islam  
 KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	20/3/18 Selasa	Metode dakwah Rasulullah SAW terhadap anak-anak (Studi Analisis) hadits dalam kitab adab		Surbakti Amin
2		Al-mufrat		
3				
4		Zhalim dalam perspektif Al-qur'an tela'ah terhadap kata Zhalimu dalam tafsir Al-munir		Pispan Effendi
5				
6		Kualitas hadis dalam kitab Fathul Majid syarif Al-Durr A2-Farid FI qaul ahli al-tauhid karya		Budiman
7		Muhammad nabawi al-bantani (studi kritik sanad dan matan)		
8				
9		Rahasia tulang manusia dalam Al-qur'an (kajian karul ilmi)		Ankimi binti Muhammad
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Pekanbaru, 20 Maret 2018.  
Direktur,

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 PROGRAM : Pascasarjana  
 PRODI : Pendidikan Agama Islam  
 KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	20/3/18	konsep pendidikan keluarga berdasar kan hadits Rasulullah (Saami kepada Istri dan Anak)		Murhadi
2				
3		Nilai-nilai pendidikan karakter dalam novel Bukan Terbelah di		yuyun royna
4		Langit Amerika perspektif pendidikan Islam		
5				
6		Nilai-nilai pendidikan Agama Islam dalam pemikiran Syekh Muhammad		Karyawati
7		Arsyad Al-Banjari serta relevansinya terhadap pendidikan Islam		
8				
9		Metode Pendidikan akhlak tinggah kitab adab Al-murad karya		Hery Kuswanto
10		Imam Bukhari		
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Pekanbaru, 20 Maret 2018  
 Direktur,

**Prof. Dr. H. Ilyas Husti, M.Ag**  
 NIP. 19611230 198903 1 002

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 PROGRAM : Pascasarjana  
 PRODI : Pendidikan Agama Islam  
 KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Kamis 1 Maret 02.00	Pengaruh lingkungan dan fasilitas kerja terhadap efektivitas kerja guru madrasah aliyah sekedamantan kempas kabupaten kempas		M. Syukur
2				
3		Pembelajaran saintifik pada kurikulum 2013 dalam perspektif Alquran		Eliah Afrida
4				
5		Sikap toleransi beragama di kalangan siswa SMA Negeri Sekedamantan Bengkalis		M. Khairul Fari
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Pekanbaru, 1 Maret 2018  
 Direktur,

**Prof. Dr. H. Ilyas Husti, M.Ag**  
 NIP. 19611230 198903 1 002

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Muhammad Ramadhan Arif  
 NIM : 21790115730  
 PROGRAM : Pascasarjana  
 PRODI : Pendidikan Agama Islam  
 KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	6 Februari 2018	The concept of Islamic English for Moslem (A study of Ismail Raji "Al-Faruqi's book toward Islamic English)		Elis Murwapa
2	Selasa	The Effect of using CALLA on students' speaking and writing skills at Junior High School Muhammadiyah 2 Pekanbaru		Naura Ewardi
3	14.00 -	An Analysis of phonetic : English sound of letter and alphabet song for the first grade of elementary school		Arma Hafenti
4		A content analysis of reading materials in look a head : Textbook for senior high school on tenth grade students		Endah Haidhani
5		The Influence of using electronic photoball on speaking performance at State Islamic senior High School Pekanbaru		Herani Saputri
6		The Analysis of descriptive text found in English textbook "when English rings a bell at Junior High School For seventh grade		Atfi Reni
7		The Influence of Phonological Awareness toward bilingual preschooler and reading preschool in the payung Sekeloa District		Jumerli Arianti
8		The Effect of using summarization technique of English Teaching on students' Reading comprehension and student's motivation in SMP An-Noroh		Resti Melsia
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Pekanbaru, 6 Februari 2018  
 Direktur,

**Prof. Dr. H. Ilyas Husti, M.Ag**  
 NIP. 19611230 198903 1 002

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Muhammad Ramadhan Arif  
 NIM : 21790115730  
 PROGRAM : Pascasarjana  
 PRODI : Pendidikan Agama Islam  
 KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	6 Februari 2018	Analisis Faktor yang mempengaruhi Penjualan Polis Asuransi Syariah pada PT. Asuransi Takaful Keluarga PO Riau Agency Pekanbaru		Emm Yonis
2	Selasa	Pengaruh pengetahuan etika bisnis Islami dan religiusitas terhadap perilaku penganggotaan sekolah di lingkungan SDN Pekanbaru		Rahayu
3	08.00 - 12.00	Pengaruh intensif terhadap kinerja PNS dengan disiplin kerja sebagai variabel moderating (studi kasus di lingkungan kantor kecamatan Kab. Indragiri)		Nurse Fatmahan
4		Pengaruh sistem basis hasil dengan moderasi dan kualitas pekerjaan terhadap loyalitas nasabah PT. Bank BHL Syariah Pekanbaru		M. Syarifudin
5		Pengaruh etika bisnis Islam terhadap perilaku pedagang pasar tradisional dengan kepercayaan sebagai variabel moderating		Murnanah Nurhuda
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Pekanbaru, 6 Februari 2018  
 Direktur,

**Prof. Dr. H. Ilyas Husti, M.Ag**  
 NIP. 19611230 198903 1 002

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UIN SUSKA RIAU

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**PROGRAM PASCASARJANA**  
**كلية الدراسات العليا**  
**THE GRADUATE PROGRAMME**

Alamat : Jl. K.H. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX.1004  
Phone & Facs, (0761) 858832, Site : <http://uin-suska.ac.id> E-mail : [pps\\_uinsuskariau@gmail.com](mailto:pps_uinsuskariau@gmail.com)

Nomor : 1143/Un.04/PPs/PP.00.9/2019  
Lamp. : 1 berkas  
Perihal : Penunjukan Pembimbing Utama dan  
Pembimbing Pendamping Tesis Kandidat Magister

Pekanbaru, 2 Mei 2019

Kepada Yth.

1. Abdul Hadi, S.Pd., MA, PhD (Pembimbing Utama)
  2. Drs. H. Promadi, MA., Ph.D (Pembimbing Pendamping)
- di

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n.:

Nama : Muhammad Ramadhan Arif  
NIM : 21790115730  
Program Pendidikan : Magister/Strata Dua (S2)  
Program Studi : Pendidikan Agama Islam  
Semester : IV (empat)  
Judul Tesis : The Influence of Reading Interest and Self-Efficacy on Students' Reading Comprehension of The Tenth Grade at Islamic Senior High School As-Shofa Pekanbaru

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian setelah Seminar Hasil Penelitian; dan
4. Perbaikan tesis setelah Ujian Tesis.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam,  
Direktur,



Prof. Dr. Afrizal M, MA  
NIP. 19591015 198903 1 001



UIN SUSKA RIAU

KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**PROGRAM PASCASARJANA**  
**كلية الدراسات العليا**  
**THE GRADUATE PROGRAMME**

Alamat : Jl. K.H. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004  
Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Nomor : 1618/Un.04/PPs/PP.00.9/2019  
Lamp. : 1 berkas  
Perihal : Izin Melakukan Kegiatan Penelitian Tesis

Pekanbaru, 10 Juli 2019

Kepada Yth.  
Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau  
Di  
Pekanbaru

Dengan hormat,  
Dalam rangka penulisan tesis, maka dimohon kesediaan Bapak/Ibu/Sau-dara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Muhammad Ramadhan Arif
NIM	: 21790115730
Program Pendidikan	: Magister (S2)
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Semester	: V (Lima)
Judul Tesis	: The Influence of Reading Interest and Self-Efficacy on Students' Reading Comprehension of The Tenth Grade at Islamic Senior High School As-Shofa Pekanbaru

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang diperlukannya dari SMA Islam As-Shofa Pekanbaru.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam  
Direktur,

**Prof. Dr. Afrizal M, MA**

NIP. 19591015 198903 1 001





# PEMERINTAH PROVINSI RIAU

## DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I & II Komp. Kantor Gubernur Riau  
Jl. Jenderal Sudirman No. 460 Telp. (0761) 39119 Fax. (0761) 39117, PEKANBARU  
Email : dpmptsp@riau.go.id

Kode Pos : 28126

### REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/24346  
T E N T A N G



032010

#### PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN TESIS

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 1618/Un.04/PPs/PP.00.9/2019 Tanggal 10 Juli 2019**, dengan ini memberikan rekomendasi kepada:

1. Nama : **MUHAMMAD RAHADHAN ARIF**
2. NIM / KTP : **21790115730**
3. Program Studi : **PENDIDIKAN AGAMA ISLAM**
4. Konsentrasi : **PENDIDIKAN BAHASA INGGRIS**
5. Jenjang : **S2**
6. Judul Penelitian : **THE INFLUENCE OF READING INTEREST AND SELF-EFFICACY ON STUDENTS' READING COMPERHENSION OF THE TENTH GRADE AT ISLAMIC SENIOR HIGH SCHOOL AS-SHOFA PEKANBARU**
7. Lokasi Penelitian : **SMA ISLAM AS-SHOFA PEKANBARU**

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
Pada Tanggal : 16 Juli 2019



Ditandatangani Secara Elektronik Melalui :  
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DINAS PENANAMAN MODAL DAN  
PELAYANAN TERPADU SATU PINTU  
PROVINSI RIAU

#### Tembusan :

##### Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
- ④ Yang Bersangkutan



PEMERINTAH PROVINSI RIAU  
**DINAS PENDIDIKAN**

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553  
PEKANBARU

Pekanbaru, 18 JUL 2019

No : 800/Disdik/1.3/2019/8960  
Sifat : Biasa  
Lampiran :  
Hal : Izin Riset / Penelitian

Kepada  
Yth. Kepala SMA Islam AS-SHOFA  
Pekanbaru  
di-  
Pekanbaru

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/24346, Tanggal 16 Juli 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : MUHAMMAD RAHADHAN ARIF  
NIM : 21790115730  
Program Studi : PENDIDIKAN AGAMA ISLAM  
Konsentrasi : PENDIDIKAN BAHASA INGGRIS  
Jenjang : S2  
Alamat : PEKANBARU  
Judul Penelitian : THE INFLUENCE OF READING INTEREST AND SELF-EFFICACY ON STUDENTS' READING COMPREHENSION OF THE TENTH GRADE AT ISLAMIC SENIOR HIGH SCHOOL AS-SHOFA PEKANBARU

Lokasi Penelitian : SMA ISLAM AS-SHOFA PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN  
PROVINSI RIAU  
SEKRETARIS



AHYU SUHENDRA, SE

Pembina

NIP. 19711209 200012 1 006

Tembusan:





# YAYASAN AS-SHOFA PEKANBARU

## SMA ISLAM AS-SHOFA

Jl. Tuanku Tambusai / Jl. As-Shofa Pekanbaru - 28294

Website : [www.smafa.sch.id](http://www.smafa.sch.id) Hp. 0811 703 9994

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### SURAT KETERANGAN

No: 306.09/SMAI-Yasfa/S. Ket/XI /2019

Saya yang bertanda tangan di bawah ini :

nama : Hj. Eli Agustina, M.Pd.  
nomor induk guru : 96.1417.73  
jabatan : Kepala SMA Islam As-Shofa Pekanbaru  
alamat sekolah : Jl. Tuanku Tambusai – Jl. Raya As-Shofa  
Kec. Payung Sekaki Pekanbaru Riau

dengan ini menerangkan bahwa :

nama : Muhammad Rahadhan Arif  
nomor induk mahasiswa : 21790115730  
program studi : Pendidikan Agama Islam  
Konsentrasi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Influence of Reading Interest and Self-Efficacy on Students' Reading Comprehension of the Tenth Grade at Islamic Senior High School As-Shofa Pekanbaru

telah melaksanakan penelitian untuk penulisan Tesis dalam penyelesaian tugas akhir kuliah.  
Penelitian telah dilaksanakan dari bulan Oktober sampai dengan November 2019.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 13 November 2019  
Kepala Sekolah



  
Hj. Eli Agustina, M.Pd.

## **CURRICULUM VITAE**



### **PERSONAL INFORMATION**

Name : Muhammad Ramadhan Arif  
Place of Birth : Pekanbaru  
Date of Birth : February 27<sup>th</sup> 1995  
Address : Fajar 2 Street No. 17 Kel. Labuhbaru  
Barat Kec. Payung Sekaki  
Phone Number : 081268446655  
E-Mail : adhanarif4@gmail.com  
Nationality : Indonesian

### **EDUCATION BACKGROUND**

Thesis Title (S2) : The Influence of Reading Interest and Self-Efficacy on  
Reading Comprehension of the Tenth Grade Students at  
As-Shofa Islamic Senior High School Pekanbaru  
Thesis Title (S1) : The Use of Adapted Materials: Its Effect on Students'  
Reading Comprehension in Narrative Text at Islamic  
Junior High School As-Shofa Pekanbaru

2013-2017 : Strata-1 Program (Bachelor) (S1/S.Pd.) at Faculty of  
Education and Teacher Training, English Education  
Department at State Islamic University (UIN) of Sultan  
Syarif Kasim Riau

2010-2013 : MAN 2 MODEL Pekanbaru

2007-2010 : As-Shofa Islamic Junior High School Pekanbaru

2001-2007 : As-Shofa Islamic Elementary School Pekanbaru

### **COURSE/TRAINING PROGRAM**

2018 : LTI English Course

### **LANGUAGE SKILLS**

Mother Language : Indonesian

Other Language : English

### **OPERATIONAL SKILLS AND COMPETENCE**

2015 : Tour Guide IMT-GT Event

2014-2015 : Coordinator of Religion Division of Student Association of  
English Education Department (SAEED) of UIN SUSKA  
Riau

2014 : Committe of the LED 1<sup>st</sup> International Conference

2011-2012 : Member of ROHIS MAN 2 Model Pekanbaru

2008-2009 : Member of Student Council As-Shofa Islamic Junior High  
School Pekanbaru

### **WORKING EXPERIENCES**

2016-2019 : Private English Teacher

2019 : Jasa Pembuatan Sertifikat SKA & SKT